



# Contra Costa School of Performing Arts

## Regular Board Meeting

**Date and Time**

Tuesday May 17, 2022 at 5:30 PM PDT

**Location**

This meeting will be held via ZOOM.

Join Zoom Meeting <https://us06web.zoom.us/j/85354860648?pwd=c2ZEcGhWVklmdUJONFJjME1YbWlqQT09>

Meeting ID: 853 5486 0648 Passcode: 586470

*The public may address the Board regarding any item within the jurisdiction of the Board of Directors of ChartHouse Public Schools. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must fill out a speaker’s card. Cards should be turned into the Board Vice-chairperson prior to the Call to Order. Speakers will be given three minutes for items on the agenda, and two minutes for items not on the agenda. When translation services are utilized to support the participation of a primary Speaker, the translator will be afforded the same duration of time as the primary Speaker. Time may not be yielded to other speakers. In compliance with the Brown Act, the Board may listen to comments from speakers and provide direction to staff, but may not engage in discussion or take action on items that are not already on the agenda.*

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**Agenda**

|                         | Purpose | Presenter | Time           |
|-------------------------|---------|-----------|----------------|
| <b>I. Opening Items</b> |         |           | <b>5:30 PM</b> |

|   | Purpose         | Presenter           | Time           |
|---|-----------------|---------------------|----------------|
| Opening Items   |                 |                     |                |
| <b>A. Record Attendance and Guests</b>  |                 | Deborah Padberg     | 1 m            |
| <b>B. Call the Meeting to Order</b>   |                 | Deborah Padberg     | 1 m            |
| <b>C. Approve Minutes</b>   | Approve Minutes | Deborah Padberg     | 5 m            |
| <p>The Board will consider the approval of the minutes from the Regular Board of Directors meeting held on April 11, 2022.</p> <p>Approve minutes for Regular Board Meeting on April 11, 2022</p> |                 |                     |                |
| <b>D. Agenda Review and Adoption</b>  | Vote            | Deborah Padberg     | 5 m            |
| <p>The Board will review the agenda and adopt as presented or take action to change the order of items.</p>   |                 |                     |                |
| <b>II. Public Comments</b>  |                 |                     | <b>5:42 PM</b> |
| <b>A. Items on the Agenda</b>   | FYI             | Deborah Padberg     | 6 m            |
| <b>B. Items Not on the Agenda</b>   | FYI             | Deborah Padberg     | 4 m            |
| <b>III. Standing Committees</b>   |                 |                     | <b>5:52 PM</b> |
| <b>A. Finance Committee</b>   | FYI             | David Wendt         | 5 m            |
| <p>The Board will hear a report from the Finance Committee.</p>   |                 |                     |                |
| <b>IV. Informational Items</b>  |                 |                     | <b>5:57 PM</b> |
| <p>The Board will hear presentations and updates on salient matters.</p>  |                 |                     |                |
| <b>A. Financial Report and Update from EdTec</b>  | FYI             | EdTec Client Mgr    | 10 m           |
| <p>The EdTec Client Manager will present to the Board the monthly financial reports and other important updates.</p>  |                 |                     |                |
| <b>B. 2022-2023 Reorganization Plan.</b>  | Discuss         | Robert Chalwell     | 30 m           |
| <p>The Board will hear a presentation on the 2022-2023 Reorganization Plan.</p>   |                 |                     |                |
| <b>V. ACTION ITEMS</b>  |                 |                     | <b>6:37 PM</b> |
| <b>A. Revised Brown Act Requirements on Teleconferencing Rules</b>  | Vote            | Dr. Robert Chalwell | 5 m            |
| <p>The Board will consider for approval the provision in AB 361 to continue using the bill's exemption to the Brown Act teleconferencing rules for an additional 30 days.</p>                     |                 |                     |                |

|   | <b>Purpose</b> | <b>Presenter</b>   | <b>Time</b> |
|---|----------------|--------------------|-------------|
| <b>B. A-G Grant Plan</b>  | Vote           | Robert<br>Chalwell | 5 m         |
| The Board will consider approval of the A-G Grant Plan.                                     |                |                    |             |
| <b>C. 2022-2023 LCAP</b>  | Vote           | Robert<br>Chalwell | 5 m         |
| The Board will review and consider approval of the 2022-2023 LCAP.                          |                |                    |             |
| <b>D. 2022-2023 SPA Reorganization Plan Chart</b>   | Vote           | Robert<br>Chalwell | 5 m         |
| The Board will review and consider approval of the 2022-2023 SPA Reorganization Plan Chart. |                |                    |             |
| <b>E. Comprehensive School Safety Plan</b>  | Vote           | Robert<br>Chalwell | 10 m        |
| The Board will review and consider approval of the Comprehensive School Safety Plan.        |                |                    |             |

**VI. STAFF REPORTS 7:07 PM**

|   |         |                        |      |
|---|---------|------------------------|------|
| <b>A. Executive Director Report</b>   | Discuss | Dr. Robert<br>Chalwell | 10 m |
| The Board will hear an update on school business from Dr. Chalwell with primary focus on Authorizer Relations in the 2022-2023 school year. |         |                        |      |

**VII. CLOSED SESSION 7:17 PM**

The Board will move to Closed Session.

|   |     |                    |      |
|---|-----|--------------------|------|
| <b>A. Public Employment</b>                     | FYI | Robert<br>Chalwell | 5 m  |
| Title: Administration<br>Teachers<br>Classified |     |                    |      |
| <b>B. Public Employment</b>                     | FYI | Robert<br>Chalwell | 5 m  |
| Public Employee Discipline/Dismissal/Release    |     |                    |      |
| <b>C. Public Employment</b>                     | FYI | Heather<br>Vega    | 10 m |
| Employment                                      |     |                    |      |

**VIII. RECONVENE TO OPEN SESSION 7:37 PM**

|   |     |                    |     |
|---|-----|--------------------|-----|
| <b>A. Report Out</b>  | FYI | Deborah<br>Padberg | 5 m |
| The Board will report out on actions taken in Closed Session, if any. |     |                    |     |

|                           | Purpose | Presenter       | Time           |
|---------------------------|---------|-----------------|----------------|
| <b>IX. Closing Items</b>  |         |                 | <b>7:42 PM</b> |
| <b>A. Adjourn Meeting</b> |         | Deborah Padberg | 1 m            |

# Cover Sheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on April 11, 2022



# Contra Costa School of Performing Arts

## Minutes

### Regular Board Meeting

#### Date and Time

Monday April 11, 2022 at 5:30 PM

#### Location

This meeting will be held virtually.

Regular Board Meeting

Time: Apr 11, 2022 05:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

[https://us06web.zoom.us/j/83559548694?](https://us06web.zoom.us/j/83559548694?pwd=OU5aUW1ycEJteDZmVlBQRm5iWldlZz09)

[pwd=OU5aUW1ycEJteDZmVlBQRm5iWldlZz09](https://us06web.zoom.us/j/83559548694?pwd=OU5aUW1ycEJteDZmVlBQRm5iWldlZz09)

Meeting ID: 835 5954 8694

Passcode: 626895

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**Directors Present**

D. Padberg (remote), D. Wendt (remote), F. Bani-Taba (remote), H. Vega (remote), M. Gil (remote)

**Directors Absent**

*None*

**Ex Officio Members Present**

R. Chalwell (remote)

**Non Voting Members Present**

R. Chalwell (remote)

**Guests Present**

J. Flaner (remote), K. Aozasa (remote), M. Muppidi (remote)

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**I. Opening Items**

**A. Record Attendance and Guests**

**B. Call the Meeting to Order**

D. Padberg called a meeting of the board of directors of Contra Costa School of Performing Arts to order on Monday Apr 11, 2022 at 5:34 PM.

**C. Approve Minutes**

H. Vega made a motion to approve the minutes from Regular Board Meeting on 03-21-22.

D. Wendt seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

H. Vega      Aye

M. Gil        Aye

D. Padberg   Aye

F. Bani-Taba Aye

D. Wendt     Aye

**D. Agenda Review and Adoption**

H. Vega made a motion to approve the agenda as written.

D. Wendt seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

H. Vega      Aye

D. Padberg   Aye

F. Bani-Taba Aye

M. Gil        Aye

D. Wendt     Aye

## II. Public Comments

### A. Items on the Agenda

No public comments made at this meeting.

### B. Items Not on the Agenda

No public comments made at this meeting.

## III. Standing Committees

### A. Finance Committee

Chairman Wendt indicated he reviewed the monthly financials which shows a slight financial improvement from the last report.

## IV. Informational Items

### A. A-G Grant Plan

The Board heard a report from Dr. Chalwell on the A-G Completion Improvement Grant Plan. The plan supplements services in the LCAP and LRP through the dedication of more resources to teachers and instructional aides as important facilitators of learning. Dr. Chalwell reviewed how the grant funds, \$36,910, will be allocated.

## V. ACTION ITEMS

### A. Revised Brown Act Requirements on Teleconferencing Rules

H. Vega made a motion to approve the provision in AB 361 to continue using the bill's exemption to the Brown Act teleconferencing rules for an additional 30 days.

M. Gil seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### Roll Call

M. Gil Aye

F. Bani-Taba Aye

D. Padberg Aye

D. Wendt Aye

H. Vega Aye

### B. Audit Report Approval

M. Gil made a motion to approve the Audit Report June 30, 2021 as presented with the addition of a cover letter.

H. Vega seconded the motion.

The Audit Report June 30, 2021 is presented with a determination of No Finding.

The board **VOTED** unanimously to approve the motion.

#### Roll Call

F. Bani-Taba Aye

D. Padberg Aye

M. Gil Aye

D. Wendt Aye

H. Vega Aye

### C.



### **21-22 Audit Engagement**

H. Vega made a motion to approval of the Audit Letter of Engagement for 2021-2022 school year as presented.

M. Gil seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### **Roll Call**

H. Vega      Aye  
M. Gil        Aye  
D. Padberg   Aye  
D. Wendt     Aye  
F. Bani-Taba Aye

### **D. Insurance Renewal Package**

H. Vega made a motion to approve the organization's insurance coverage plan renewal for policy term April 1, 2022 - April 1, 2023 as presented.

D. Wendt seconded the motion.

Dr. Chalwell provided the Board with background on the insurance necessary for schools. Tom Boobar, Senior Vice President, Alliant Insurance Services, Inc., joined the meeting to provide industry information and school specific information. The board **VOTED** unanimously to approve the motion.

#### **Roll Call**

F. Bani-Taba Aye  
H. Vega      Aye  
D. Wendt     Aye  
D. Padberg   Aye

## **VI. STAFF REPORTS**

### **A. Financial Report and Update from EdTec**

The Board heard a financial update by Edtec, Madhu Muppidi and Kendall Aozasa.

### **B. Executive Director Report**

Dr. Chalwell briefed the Board on school business and the plan for tonight's open discussion in the form of a targeted Study Session on Reorganization and Planning for the 2022-2023 school year. The Board engaged in a Study Session.

## **VII. CLOSED SESSION**

### **A. Public Employment**

The Board entered into Closed Session.

### **B. Public Employment**

The Board entered into Closed Session.

### **C. Public Employment**

The Board entered into Closed Session.

## **VIII. RECONVENE TO OPEN SESSION**

### **A.**

### **Report Out**

The Board reentered open session. Chairman Padberg reported out that the Board took No Action during closed session.

## **IX. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:41 PM.

Respectfully Submitted,  
D. Padberg

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### **Documents used during the meeting**

- 2022\_03\_21\_board\_meeting\_minutes (1).pdf
- A-GCIGP SPA Plan 2022.docx.pdf
- Revised Brown Act Requirements on Teleconferencing Rules.pdf
- 20-21 Audit Rpt - ContraCosta.pdf
- Contra Costa School of Performing Arts Audit Engagement Letter 2021-22- Yellow Book (1)\_encrypted\_.pdf
- 2022-2023 Charthouse Summary of Coverages-merged-compressed.pdf
- CCSPA April Board Meeting (February Financials).pdf
- CCSPA April Board Meeting Financials (February).pdf

# Cover Sheet

## Financial Report and Update from EdTec

**Section:** IV. Informational Items  
**Item:** A. Financial Report and Update from EdTec  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:**  
CCSPA\_March\_Financials\_for\_May\_Board\_Meeting.pdf  
CCSPA\_March\_Financials\_for\_May\_Board\_Meeting\_5.4.22.pdf  
CCSPA\_MYP\_for\_May\_Board\_Meeting\_5.4.22.pdf

# Contra Costa School of Performing Arts Board Financial Update

BRYCE FLEMING

KENDALL AOZASA

MAY 9, 2022



# Contents



- 1. 2021-22 Financial Update**
  - A. P-2 ADA
  - B. Forecast Update
  - C. Cash Flow
- 2. 2022-23 Budgeting Update**
  - A. One-time Funds
  - B. Budget Draft

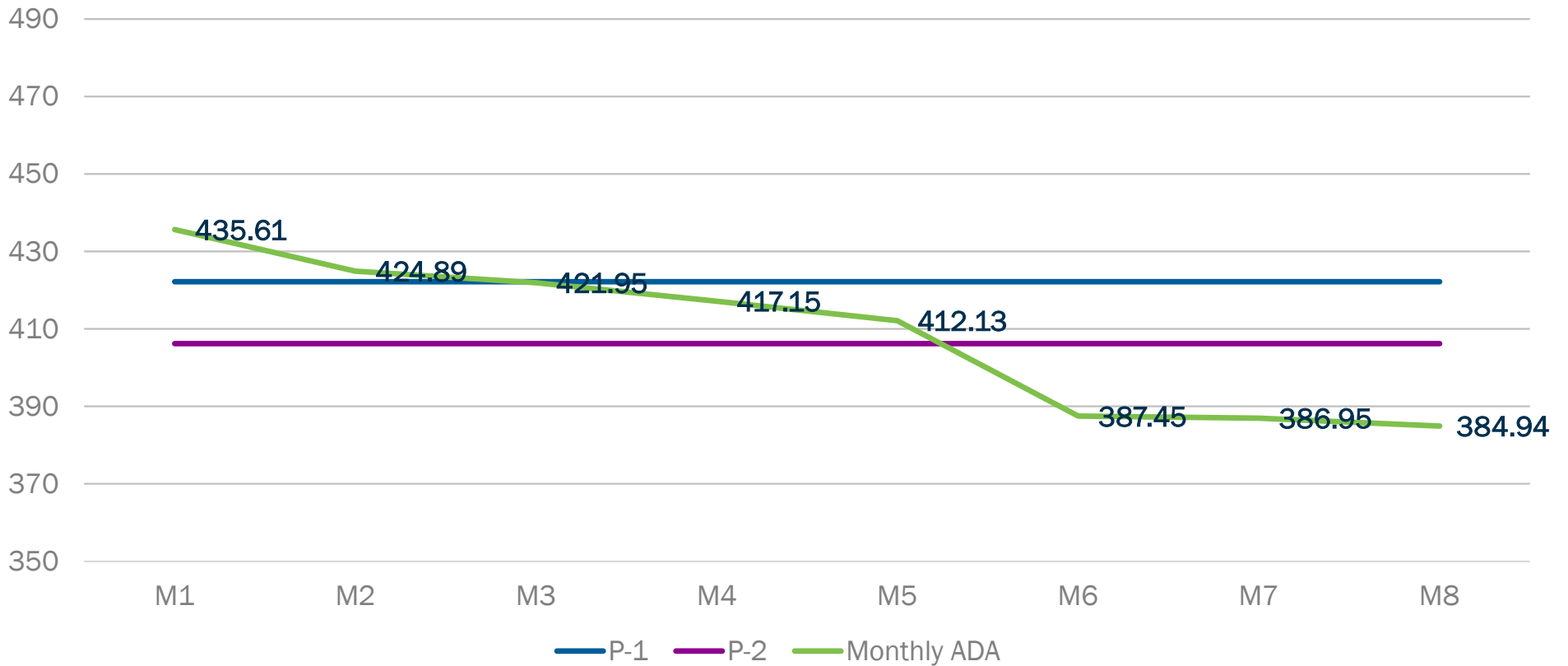
# 2021-22





# P-2 Attendance Update

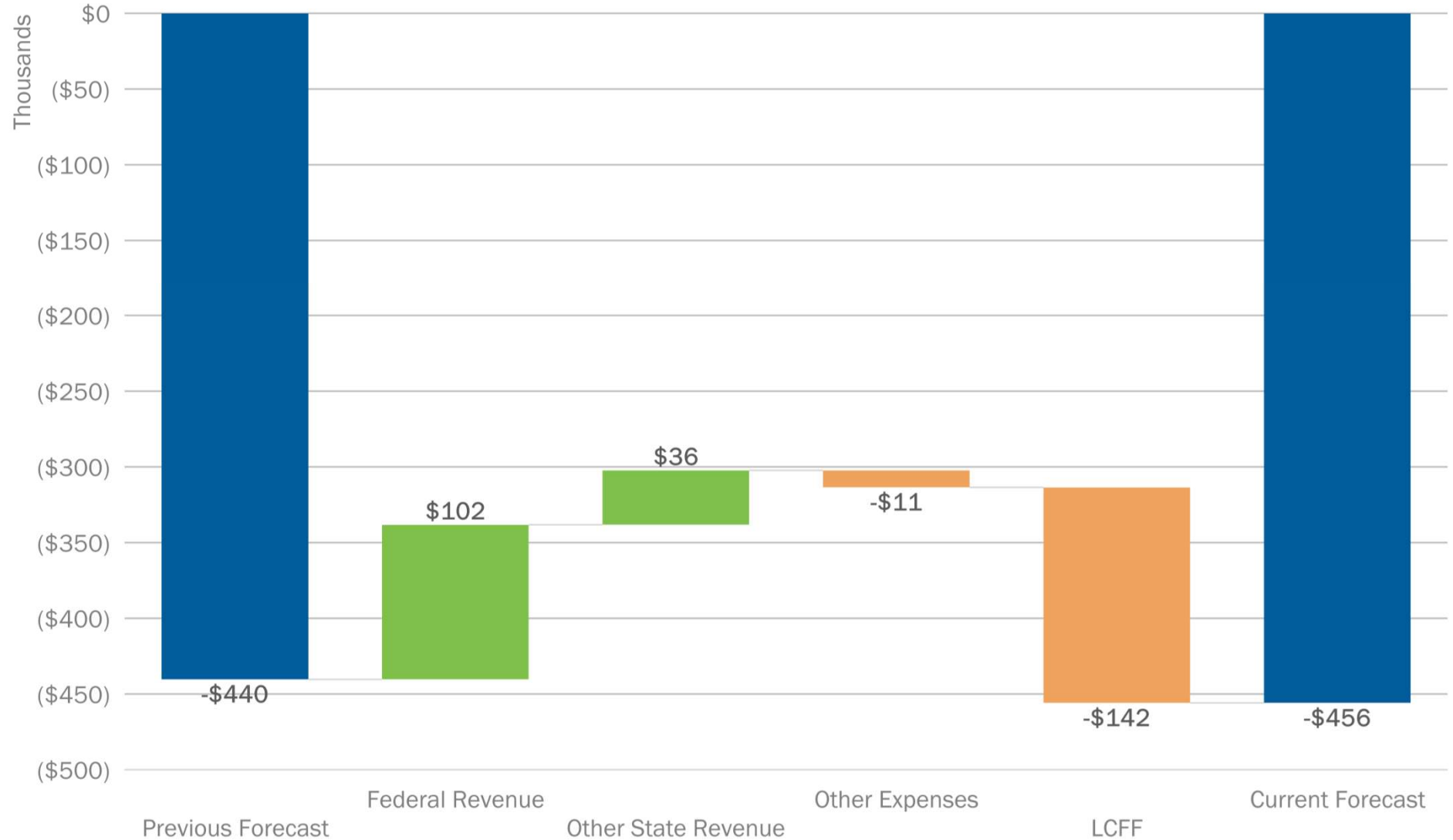
## Recent LCFF changes stem from slight ADA decline throughout the year



FY22 Attendance

# 2021-22 Forecast Update

## Operating income decreases \$16K since previous forecast

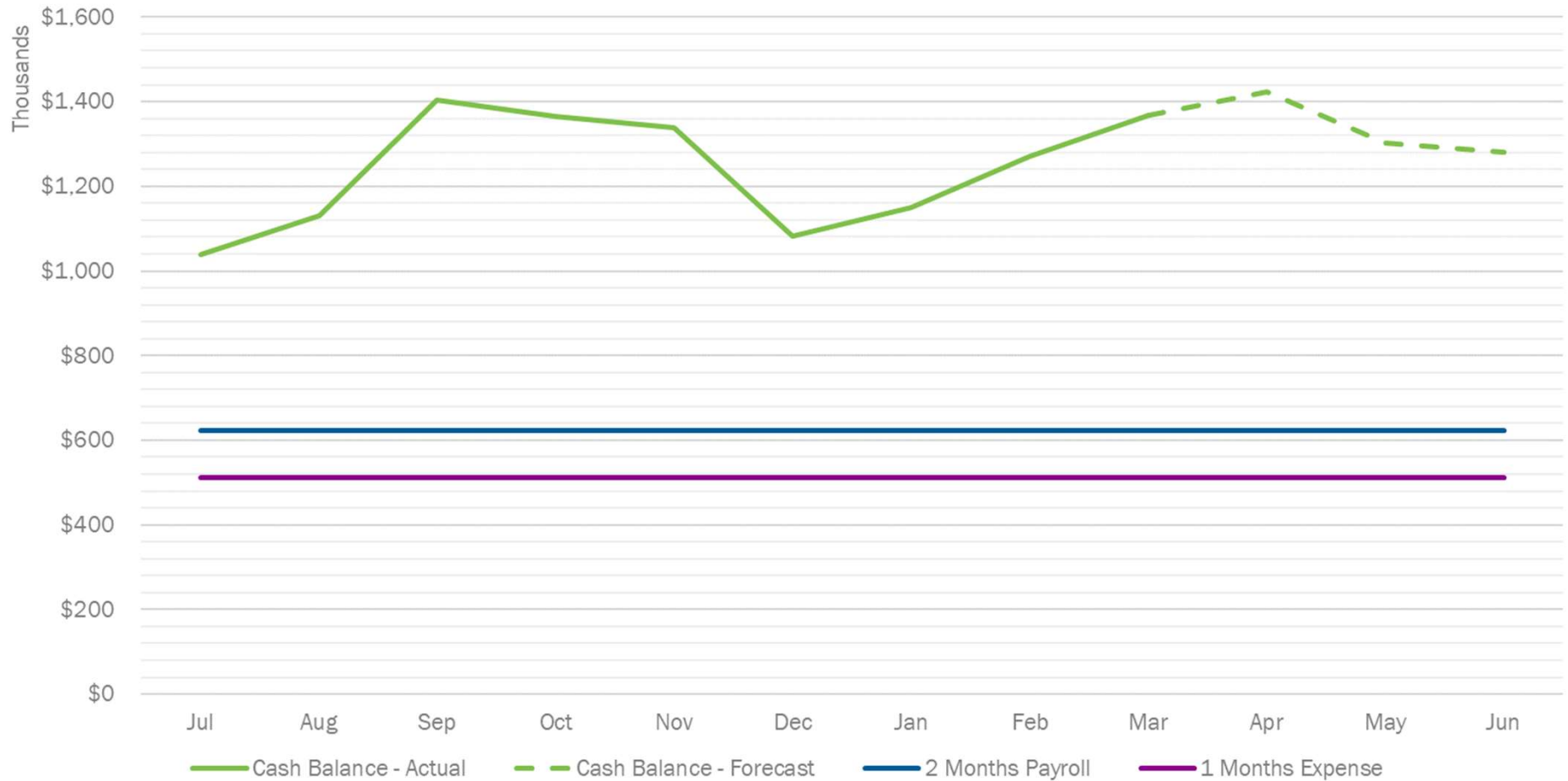






# 2021-22 Monthly Cash Balance

## Ending the year with strong cash flow





# Debt Covenants

## On track to meet Days Cash on Hand and Coverage Ratio for FY22

### Debt Service Coverage Ratio

- Amount of times school can cover annual debt
- Current ratio is 2.46 (4/1/21-3/31/22)
- Projecting 1.10 debt service coverage for end of FY22
- **Minimum requirement is 1.10**

### Days Cash On Hand

- # of days can pay for operating expenses without running out of cash
- March ends with 81 days cash on hand
- Projecting to end FY22 with 76 days of cash on hand
- **Minimum requirement of 25 days**

### Failure to Meet Covenants

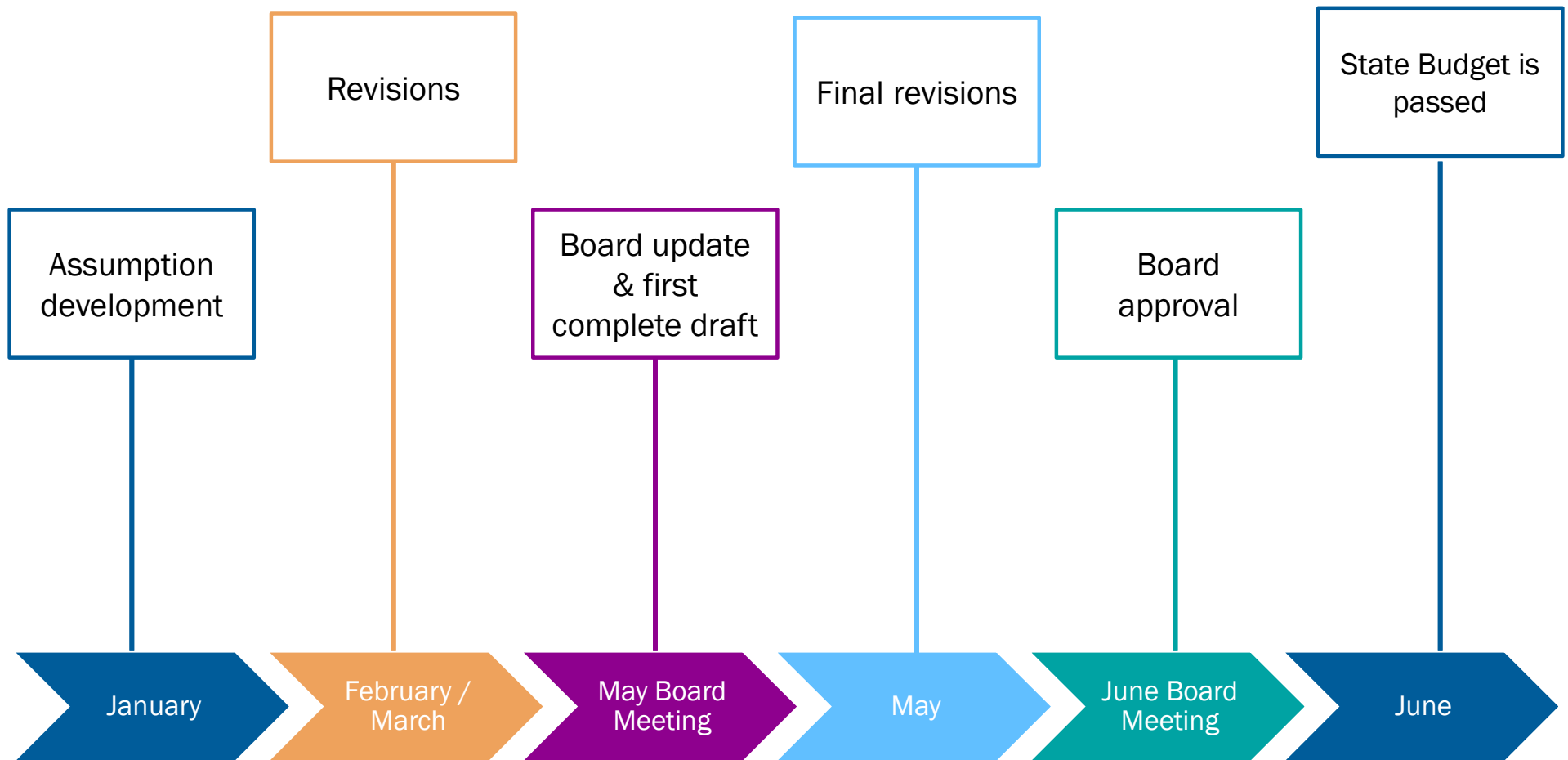
- Independent consultant hired by CCSPA to submit written report and make recommendations
- At CCSPA's expense
- **If DSCR falls at or below 1.0, CCSPA is at risk of defaulting**

# 2022-23



# Budget Development

**Process begins in late winter/early spring with budget approval by June 30**



# COVID Funding Carry Over



## CCSPA's FY23 budget includes \$213K of COVID funds

|                              | ESSER III | ELO-G  |
|------------------------------|-----------|--------|
| <b>FY23 Starting Balance</b> | 173,492   | 40,000 |
| <b>FY23 Budgeted Revenue</b> | 173,492   | 40,000 |
| Salaries & Benefits          | 173,492   | 40,000 |
| Books & Supplies             | -         | -      |
| Services & Other             | -         | -      |
| Capital Projects             | -         | -      |
| <b>FY23 Ending Balance</b>   | 173,492   | 40,000 |

# Other One-time Funding Carry Over

## CCSPA's FY23 budget includes \$172K of one-time funds

|                              | Educator Effectiveness | ELO-P (Planning) | A-G Grant |
|------------------------------|------------------------|------------------|-----------|
| <b>FY23 Starting Balance</b> | 84,795                 | 50,000           | 36,910    |
| <b>FY23 Budgeted Revenue</b> | 84,795                 | 50,000           | 36,910    |
| Salaries & Benefits          | 54,795                 | 50,000           | 36,910    |
| Books & Supplies             | 10,000                 | -                | -         |
| Services & Other             | 20,000                 | -                | -         |
| Capital Projects             | -                      | -                | -         |
| <b>FY23 Ending Balance</b>   | 84,795                 | 50,000           | 36,910    |

# 2022-23 Budget Draft



|          |   | 2021-22                 | 2022-23                 | Variance         | Explanation                 |
|----------|---|-------------------------|-------------------------|------------------|-----------------------------|
|          |   | <b>Current Forecast</b> | <b>Projected Budget</b> |                  |                             |
| Revenue  | LCFF Entitlement                                | 3,886,243               | 4,476,898               | 590,655          | 5.33% LCFF COLA +33 ADA     |
|          | Federal Revenue                                 | 362,312                 | 313,427                 | (48,885)         | Adjusting ESSER funds       |
|          | Other State Revenues                            | 1,053,671               | 906,443                 | (147,228)        | One-time funds              |
|          | Local Revenues                                  | 233,967                 | 150,433                 | (83,535)         | B/S write off               |
|          | Fundraising and Grants                          | 144,768                 | 96,558                  | (48,210)         | Fundraising goal adjustment |
|          | <b>Total Revenue</b>                            | <b>5,680,961</b>        | <b>5,943,758</b>        | <b>262,797</b>   |                             |
| Expenses | Compensation and Benefits                       | 3,744,073               | 3,735,759               | 8,314            | Updated staffing            |
|          | Books and Supplies                              | 258,162                 | 279,040                 | (20,878)         | Furniture, Food             |
|          | Services and Other Operating Expenditures       | 2,084,482               | 2,134,511               | (50,028)         | COLA, Insurance             |
|          | Depreciation                                    | 50,133                  | 16,414                  | 33,719           | -                           |
|          | Other Outflows                                  | -                       | -                       | -                | -                           |
|          | <b>Total Expenses</b>                           | <b>6,136,850</b>        | <b>6,165,724</b>        | <b>(28,874)</b>  |                             |
|          | <b>Operating Income</b>                         | <b>(455,889)</b>        | <b>(221,966)</b>        | <b>233,923</b>   |                             |
|          | Beginning Balance (Audited)                     | 1,124,363               | 668,474                 | (455,889)        |                             |
|          | Operating Income                                | (455,889)               | (221,966)               | 233,923          |                             |
|          | <b>Ending Fund Balance (incl. Depreciation)</b> | <b>668,474</b>          | <b>446,508</b>          | <b>(221,966)</b> |                             |
|          | <b>Ending Fund Balance as % of Expenses</b>     | <b>10.9%</b>            | <b>7.2%</b>             | <b>-3.7%</b>     |                             |

**Contra Costa School of the Performing Arts**  
**Income Statement**  
**As of Mar FY2022**

|   | Actual         |                |                | YTD              | Budget             |                   |                  |  |   |                            |                          |
|---|----------------|----------------|----------------|------------------|--------------------|-------------------|------------------|--|---|----------------------------|--------------------------|
|   | Jan            | Feb            | Mar            | Actual YTD       | Approved Budget v1 | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent |
| <b>SUMMARY</b>                            |                |                |                |                  |                    |                   |                  |  |   |                            |                          |
| <b>Revenue</b>                            |                |                |                |                  |                    |                   |                  |  |   |                            |                          |
| LCFF Entitlement                          | 362,161        | 179,871        | 775,570        | 2,768,539        | 4,736,468          | 4,028,597         | 3,886,243        | (142,354)                              | (850,225)                               | 1,117,704                  | 71%                      |
| Federal Revenue                           | 22,796         | 12,044         | 26,792         | 95,837           | 253,654            | 260,179           | 362,312          | 102,133                                | 108,659                                 | 266,475                    | 26%                      |
| Other State Revenues                      | 165,952        | 83,659         | 160,997        | 576,634          | 880,539            | 1,017,685         | 1,053,671        | 35,986                                 | 173,132                                 | 477,037                    | 55%                      |
| Local Revenues                            | 16,827         | 327,289        | (293,998)      | 226,123          | 193,069            | 236,359           | 233,967          | (2,392)                                | 40,898                                  | 7,845                      | 97%                      |
| Fundraising and Grants                    | 6,191          | 1,255          | 1,269          | 29,802           | 159,680            | 147,280           | 144,768          | (2,513)                                | (14,913)                                | 114,965                    | 21%                      |
| <b>Total Revenue</b>                      | <b>573,927</b> | <b>604,118</b> | <b>670,630</b> | <b>3,696,935</b> | <b>6,223,411</b>   | <b>5,690,101</b>  | <b>5,680,961</b> | <b>(9,140)</b>                         | <b>(542,450)</b>                        | <b>1,984,026</b>           | <b>65%</b>               |
| <b>Expenses</b>                           |                |                |                |                  |                    |                   |                  |  |   |                            |                          |
| Compensation and Benefits                 | 316,522        | 322,580        | 328,155        | 2,690,461        | 3,794,631          | 3,740,005         | 3,744,073        | (4,068)                                | 50,558                                  | 1,053,612                  | 72%                      |
| Books and Supplies                        | 18,510         | 12,937         | 26,419         | 241,419          | 399,096            | 261,226           | 258,162          | 3,065                                  | 140,935                                 | 16,742                     | 94%                      |
| Services and Other Operating Expenditures | 192,959        | 181,030        | 183,072        | 1,554,851        | 2,141,630          | 2,079,138         | 2,084,482        | (5,345)                                | 57,148                                  | 529,632                    | 75%                      |
| Depreciation                              | 4,565          | 1,985          | 4,049          | 37,986           | 47,671             | 50,133            | 50,133           | -                                      | (2,462)                                 | 12,147                     | 76%                      |
| Other Outflows                            | 15,949         | 169            | 591            | 29,353           | -                  | -                 | -                | -                                      | -                                       | (29,353)                   |                          |
| <b>Total Expenses</b>                     | <b>548,506</b> | <b>518,700</b> | <b>542,286</b> | <b>4,554,070</b> | <b>6,383,028</b>   | <b>6,130,502</b>  | <b>6,136,850</b> | <b>(6,348)</b>                         | <b>246,178</b>                          | <b>1,582,780</b>           | <b>74%</b>               |
| <b>Operating Income</b>                   | <b>25,421</b>  | <b>85,418</b>  | <b>128,344</b> | <b>(857,134)</b> | <b>(159,617)</b>   | <b>(440,401)</b>  | <b>(455,889)</b> | <b>(15,488)</b>                        | <b>(296,272)</b>                        | <b>401,246</b>             |                          |
| <b>Fund Balance</b>                       |                |                |                |                  |                    |                   |                  |  |   |                            |                          |
| Beginning Balance (Unaudited)             |                |                |                |                  | 1,069,909          | 1,158,535         | 1,158,535        |  |   |                            |                          |
| Audit Adjustment                          |                |                |                |                  | -                  | (34,172)          | (34,172)         |  |   |                            |                          |
| Operating Income                          |                |                |                |                  | (159,617)          | (440,401)         | (455,889)        |  |   |                            |                          |
| <b>Ending Fund Balance</b>                |                |                |                |                  | <b>910,292</b>     | <b>683,962</b>    | <b>668,474</b>   |  |   |                            |                          |
| Fund Balance as a % of Expenses           |                |                |                |                  |                    | 14%               | 11%              |  |   |                            | 11%                      |



**Contra Costa School of the Performing Arts  
Income Statement  
As of Mar FY2022**

|                           | Actual |     |     | YTD        | Budget             |                   |                  |  |   |                            |                          |  |
|---------------------------|--------|-----|-----|------------|--------------------|-------------------|------------------|--|---|----------------------------|--------------------------|--|
|                           | Jan    | Feb | Mar | Actual YTD | Approved Budget v1 | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent |  |
| <b>KEY ASSUMPTIONS</b>    |        |     |     |            |                    |                   |                  |  |   |                            |                          |  |
| <b>Enrollment Summary</b> |        |     |     |            |                    |                   |                  |  |   |                            |                          |  |
| 4-6                       |        |     |     |            | 95                 | 83                | 79               | (4)                                    | (16)                                    |                            |                          |  |
| 7-8                       |        |     |     |            | 198                | 190               | 185              | (5)                                    | (13)                                    |                            |                          |  |
| 9-12                      |        |     |     |            | 226                | 170               | 159              | (11)                                   | (67)                                    |                            |                          |  |
| <b>Total Enrolled</b>     |        |     |     |            | <b>519</b>         | <b>443</b>        | <b>423</b>       | <b>(20)</b>                            | <b>(96)</b>                             |                            |                          |  |
| <b>ADA %</b>              |        |     |     |            |                    |                   |                  |  |   |                            |                          |  |
| 4-6                       |        |     |     |            | 95.0%              | 95.0%             | 96.4%            | 1.4%                                   | 1.4%                                    |                            |                          |  |
| 7-8                       |        |     |     |            | 95.0%              | 95.0%             | 94.9%            | -0.1%                                  | -0.1%                                   |                            |                          |  |
| 9-12                      |        |     |     |            | 95.0%              | 95.0%             | 97.2%            | 2.2%                                   | 2.2%                                    |                            |                          |  |
| <b>Average ADA %</b>      |        |     |     |            | <b>95.0%</b>       | <b>95.0%</b>      | <b>96.0%</b>     | <b>1.0%</b>                            | <b>1.0%</b>                             |                            |                          |  |
| <b>ADA</b>                |        |     |     |            |                    |                   |                  |  |   |                            |                          |  |
| 4-6                       |        |     |     |            | 90.25              | 78.85             | 76.14            | (2.71)                                 | (14.11)                                 |                            |                          |  |
| 7-8                       |        |     |     |            | 188.10             | 180.50            | 175.55           | (4.95)                                 | (12.55)                                 |                            |                          |  |
| 9-12                      |        |     |     |            | 214.70             | 161.50            | 154.53           | (6.97)                                 | (60.17)                                 |                            |                          |  |
| <b>Total ADA</b>          |        |     |     |            | <b>493.05</b>      | <b>420.85</b>     | <b>406.22</b>    | <b>(14.63)</b>                         | <b>(86.83)</b>                          |                            |                          |  |

**Contra Costa School of the Performing Arts**  
**Income Statement**  
**As of Mar FY2022**

|  |   | Actual         |                |                  | YTD              | Budget             |                   |                  |  |   |                            |                          |
|--|---|----------------|----------------|------------------|------------------|--------------------|-------------------|------------------|--|---|----------------------------|--------------------------|
|  |   | Jan            | Feb            | Mar              | Actual YTD       | Approved Budget v1 | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent |
| <b>REVENUE</b>                           |   |                |                |                  |                  |                    |                   |                  |  |   |                            |                          |
| <b>LCFF Entitlement</b>                  |   |                |                |                  |                  |                    |                   |                  |  |   |                            |                          |
| 8011                                     | Charter Schools General Purpose Entitlement - State Aid | 179,871        | 179,871        | 167,838          | 1,267,047        | 2,287,977          | 1,958,528         | 1,888,136        | (70,392)                               | (399,841)                               | 621,089                    | 67%                      |
| 8012                                     | Education Protection Account Entitlement                | 21,835         | -              | -                | 43,670           | 98,610             | 84,170            | 81,244           | (2,926)                                | (17,366)                                | 37,574                     | 54%                      |
| 8096                                     | Charter Schools in Lieu of Property Taxes               | 160,455        | -              | 607,732          | 1,457,822        | 2,349,881          | 1,985,899         | 1,916,863        | (69,036)                               | (433,018)                               | 459,041                    | 76%                      |
| <b>SUBTOTAL - LCFF Entitlement</b>       |   | <b>362,161</b> | <b>179,871</b> | <b>775,570</b>   | <b>2,768,539</b> | <b>4,736,468</b>   | <b>4,028,597</b>  | <b>3,886,243</b> | <b>(142,354)</b>                       | <b>(850,225)</b>                        | <b>1,117,704</b>           | <b>71%</b>               |
| <b>Federal Revenue</b>                   |   |                |                |                  |                  |                    |                   |                  |  |   |                            |                          |
| 8181                                     | Special Education - Entitlement                         | -              | -              | -                | -                | 57,500             | 64,221            | 64,221           | -                                      | 6,721                                   | 64,221                     | 0%                       |
| 8220                                     | Child Nutrition Programs                                | -              | -              | -                | -                | 24,134             | 20,600            | 19,670           | (930)                                  | (4,464)                                 | 19,670                     | 0%                       |
| 8291                                     | Title I   | -              | -              | 9,544            | 9,544            | 35,433             | 38,414            | 38,414           | -                                      | 2,981                                   | 28,870                     | 25%                      |
| 8292                                     | Title II  | -              | -              | 2,103            | 4,221            | 8,112              | 8,470             | 8,470            | -                                      | 358                                     | 4,249                      | 50%                      |
| 8294                                     | Title IV  | -              | 2,500          | -                | 5,000            | 10,000             | 10,000            | 10,000           | -                                      | -                                       | 5,000                      | 50%                      |
| 8297                                     | PY Federal - Not Accrued                                | -              | 9,544          | 3,064            | 22,152           | -                  | -                 | 3,063            | 3,063                                  | 3,063                                   | (19,089)                   | 723%                     |
| 8299                                     | All Other Federal Revenue                               | 22,796         | -              | 12,081           | 54,920           | 118,475            | 118,475           | 218,475          | 100,000                                | 100,000                                 | 163,555                    | 25%                      |
| <b>SUBTOTAL - Federal Revenue</b>        |   | <b>22,796</b>  | <b>12,044</b>  | <b>26,792</b>    | <b>95,837</b>    | <b>253,654</b>     | <b>260,179</b>    | <b>362,312</b>   | <b>102,133</b>                         | <b>108,659</b>                          | <b>266,475</b>             | <b>26%</b>               |
| <b>Other State Revenue</b>               |   |                |                |                  |                  |                    |                   |                  |  |   |                            |                          |
| 8319                                     | Other State Apportionments - Prior Years                | 7,614          | -              | 339              | 7,953            | -                  | -                 | -                | -                                      | -                                       | (7,953)                    |                          |
| 8381                                     | Special Education - Entitlement (State)                 | 27,103         | -              | 50,320           | 215,949          | 312,781            | 300,908           | 290,447          | (10,460)                               | (22,334)                                | 74,498                     | 74%                      |
| 8382                                     | Special Education Reimbursement (State)                 | -              | -              | 40,800           | 40,800           | 216,000            | 216,000           | 216,000          | -                                      | -                                       | 175,200                    | 19%                      |
| 8520                                     | Child Nutrition - State                                 | -              | -              | -                | -                | 1,817              | 1,551             | 1,481            | (70)                                   | (336)                                   | 1,481                      | 0%                       |
| 8550                                     | Mandated Cost Reimbursements                            | 12,554         | -              | -                | 12,554           | 12,483             | 12,554            | 12,554           | -                                      | 72                                      | 0                          | 100%                     |
| 8560                                     | State Lottery Revenue                                   | 32,257         | -              | -                | 32,257           | 102,479            | 100,220           | 96,736           | (3,484)                                | (5,743)                                 | 64,479                     | 33%                      |
| 8590                                     | All Other State Revenue                                 | 86,424         | 83,659         | 65,038           | 262,621          | 234,980            | 386,453           | 436,453          | 50,000                                 | 201,473                                 | 173,832                    | 60%                      |
| 8593                                     | Other State Revenue 3                                   | -              | -              | 4,500            | 4,500            | -                  | -                 | -                | -                                      | -                                       | (4,500)                    |                          |
| <b>SUBTOTAL - Other State Revenue</b>    |   | <b>165,952</b> | <b>83,659</b>  | <b>160,997</b>   | <b>576,634</b>   | <b>880,539</b>     | <b>1,017,685</b>  | <b>1,053,671</b> | <b>35,986</b>                          | <b>173,132</b>                          | <b>477,037</b>             | <b>55%</b>               |
| <b>Local Revenue</b>                     |   |                |                |                  |                  |                    |                   |                  |  |   |                            |                          |
| 8634                                     | Food Service Sales                                      | -              | 26,571         | 2,759            | 29,329           | 60,894             | 51,977            | 50,170           | (1,807)                                | (10,724)                                | 20,841                     | 58%                      |
| 8660                                     | Interest  | -              | -              | -                | -                | 4                  | 4                 | 4                | -                                      | -                                       | 4                          | 0%                       |
| 8693                                     | Field Trips   | 3,214          | -              | 6,000            | 14,472           | 73,438             | 16,834            | 16,249           | (585)                                  | (57,189)                                | 1,777                      | 89%                      |
| 8699                                     | All Other Local Revenue                                 | 654            | 968            | 16,781           | 155,293          | 28,734             | 137,545           | 137,545          | -                                      | 108,811                                 | (17,749)                   | 113%                     |
| 8701                                     | 8701 - Student Production/Event Revenue                 | 10,839         | 1,579          | 6,839            | 27,028           | 30,000             | 30,000            | 30,000           | -                                      | -                                       | 2,972                      | 90%                      |
| 8999                                     | Uncategorized Revenue                                   | 2,120          | 298,171        | (326,376)        | 0                | -                  | -                 | -                | -                                      | -                                       | (0)                        |                          |
| <b>SUBTOTAL - Local Revenue</b>          |   | <b>16,827</b>  | <b>327,289</b> | <b>(293,998)</b> | <b>226,123</b>   | <b>193,069</b>     | <b>236,359</b>    | <b>233,967</b>   | <b>(2,392)</b>                         | <b>40,898</b>                           | <b>7,845</b>               | <b>97%</b>               |
| <b>Fundraising and Grants</b>            |   |                |                |                  |                  |                    |                   |                  |  |   |                            |                          |
| 8802                                     | 8802 - Donations - Private (Foundation Grants)          | -              | -              | -                | -                | 75,000             | 75,000            | 75,000           | -                                      | -                                       | 75,000                     | 0%                       |
| 8803                                     | 8803 - Fundraising (school Site)                        | 6,191          | 1,255          | 1,269            | 29,802           | 84,680             | 72,280            | 69,768           | (2,513)                                | (14,913)                                | 39,965                     | 43%                      |
| <b>SUBTOTAL - Fundraising and Grants</b> |   | <b>6,191</b>   | <b>1,255</b>   | <b>1,269</b>     | <b>29,802</b>    | <b>159,680</b>     | <b>147,280</b>    | <b>144,768</b>   | <b>(2,513)</b>                         | <b>(14,913)</b>                         | <b>114,965</b>             | <b>21%</b>               |
| <b>TOTAL REVENUE</b>                     |   | <b>573,927</b> | <b>604,118</b> | <b>670,630</b>   | <b>3,696,935</b> | <b>6,223,411</b>   | <b>5,690,101</b>  | <b>5,680,961</b> | <b>(9,140)</b>                         | <b>(542,450)</b>                        | <b>1,984,026</b>           | <b>65%</b>               |

**Contra Costa School of the Performing Arts  
Income Statement  
As of Mar FY2022**

|  | Actual         |                |                | YTD              | Budget             |                   |                  |  |   |                            |                          |  |
|--|----------------|----------------|----------------|------------------|--------------------|-------------------|------------------|--|---|----------------------------|--------------------------|--|
|  | Jan            | Feb            | Mar            | Actual YTD       | Approved Budget v1 | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent |  |
| <b>EXPENSES</b>  |                |                |                |                  |                    |                   |                  |  |   |                            |                          |  |
| <b>Compensation &amp; Benefits</b>                         |                |                |                |                  |                    |                   |                  |  |   |                            |                          |  |
| <b>Certificated Salaries</b>                               |                |                |                |                  |                    |                   |                  |  |   |                            |                          |  |
| 1100 Teachers Salaries                                     | 103,815        | 102,305        | 34,644         | 916,508          | 1,182,519          | 1,300,246         | 1,300,246        | -                                      | (117,727)                               | 383,738                    | 70%                      |  |
| 1101 Teacher - Bonus                                       | -              | -              | -              | -                | 7,000              | 10,000            | 10,000           | -                                      | (3,000)                                 | 10,000                     | 0%                       |  |
| 1103 Teacher - Substitute Pay                              | -              | -              | -              | -                | 20,000             | -                 | -                | -                                      | 20,000                                  | -                          | -                        |  |
| 1148 Teacher - Special Ed                                  | 12,459         | 12,154         | 12,154         | 69,975           | 120,000            | 115,967           | 115,967          | -                                      | 4,033                                   | 45,991                     | 60%                      |  |
| 1150 Teacher - Custom 1                                    | 5,819          | 5,819          | 37,098         | 78,355           | 348,001            | 93,993            | 99,448           | (5,455)                                | 248,553                                 | 21,093                     | 79%                      |  |
| 1200 Certificated Pupil Support Salaries                   | 23,017         | 24,264         | 85,766         | 274,332          | 395,097            | 379,035           | 379,035          | -                                      | 16,063                                  | 104,702                    | 72%                      |  |
| 1300 Certificated Supervisor & Administrator Salaries      | 49,042         | 49,042         | 55,441         | 398,828          | 503,916            | 534,392           | 534,392          | -                                      | (30,475)                                | 135,564                    | 75%                      |  |
| <b>SUBTOTAL - Certificated Salaries</b>                    | <b>194,152</b> | <b>193,583</b> | <b>225,103</b> | <b>1,737,997</b> | <b>2,576,533</b>   | <b>2,433,632</b>  | <b>2,439,087</b> | <b>(5,455)</b>                         | <b>137,446</b>                          | <b>701,089</b>             | <b>71%</b>               |  |
| <b>Classified Salaries</b>                                 |                |                |                |                  |                    |                   |                  |  |   |                            |                          |  |
| 2100 Classified Instructional Aide Salaries                | 33,780         | 37,775         | 11,775         | 198,855          | 153,481            | 267,691           | 267,691          | -                                      | (114,209)                               | 68,836                     | 74%                      |  |
| 2200 Classified Support Salaries                           | 2,797          | 4,036          | 2,605          | 17,776           | -                  | 31,738            | 29,345           | 2,393                                  | (29,345)                                | 11,570                     | 61%                      |  |
| 2300 Classified Supervisor & Administrator Salaries        | 5,833          | 5,624          | -              | 46,729           | -                  | 46,667            | 46,855           | (188)                                  | (46,855)                                | 126                        | 100%                     |  |
| 2400 Classified Clerical & Office Salaries                 | 12,212         | 13,888         | 16,271         | 110,345          | 201,652            | 162,796           | 162,796          | -                                      | 38,856                                  | 52,451                     | 68%                      |  |
| 2935 Other Classified - Substitute                         | 291            | 434            | 196            | 5,186            | -                  | 20,000            | 20,000           | -                                      | (20,000)                                | 14,814                     | 26%                      |  |
| <b>SUBTOTAL - Classified Salaries</b>                      | <b>54,913</b>  | <b>61,757</b>  | <b>30,847</b>  | <b>378,890</b>   | <b>355,134</b>     | <b>528,892</b>    | <b>526,687</b>   | <b>2,205</b>                           | <b>(171,554)</b>                        | <b>147,797</b>             | <b>72%</b>               |  |
| <b>Employee Benefits</b>                                   |                |                |                |                  |                    |                   |                  |  |   |                            |                          |  |
| 3100 STRS  | 31,728         | 31,912         | 32,789         | 277,061          | 426,742            | 399,251           | 399,251          | -                                      | 27,491                                  | 122,190                    | 69%                      |  |
| 3300 OASDI-Medicare-Alternative                            | 7,281          | 7,805          | 7,524          | 57,670           | 67,901             | 80,335            | 80,584           | (249)                                  | (12,683)                                | 22,914                     | 72%                      |  |
| 3400 Health & Welfare Benefits                             | 17,573         | 24,371         | 20,981         | 191,062          | 290,122            | 210,417           | 210,938          | (521)                                  | 79,185                                  | 19,876                     | 91%                      |  |
| 3500 Unemployment Insurance                                | 10,544         | 2,949          | 889            | 19,768           | 31,136             | 39,347            | 39,347           | -                                      | (8,211)                                 | 19,579                     | 50%                      |  |
| 3600 Workers Comp Insurance                                | -              | -              | 9,948          | 25,698           | 43,975             | 44,438            | 44,487           | (49)                                   | (512)                                   | 18,788                     | 58%                      |  |
| 3900 Other Employee Benefits                               | 331            | 203            | 74             | 2,314            | 3,088              | 3,693             | 3,693            | -                                      | (605)                                   | 1,379                      | 63%                      |  |
| <b>SUBTOTAL - Employee Benefits</b>                        | <b>67,458</b>  | <b>67,240</b>  | <b>72,206</b>  | <b>573,573</b>   | <b>862,964</b>     | <b>777,481</b>    | <b>778,299</b>   | <b>(818)</b>                           | <b>84,665</b>                           | <b>204,726</b>             | <b>74%</b>               |  |
| <b>Books &amp; Supplies</b>                                |                |                |                |                  |                    |                   |                  |  |   |                            |                          |  |
| 4200 Books & Other Reference Materials                     | -              | 404            | 1,232          | 2,705            | 3,299              | 3,299             | 3,299            | -                                      | -                                       | 594                        | 82%                      |  |
| 4300 Materials & Supplies                                  | 4,386          | 3,158          | 1,489          | 25,324           | 99,035             | 25,364            | 25,424           | (60)                                   | 73,611                                  | 100                        | 100%                     |  |
| 4315 Custodial Supplies                                    | -              | -              | -              | 33               | 7,396              | 1,052             | 1,016            | 37                                     | 6,380                                   | 983                        | 3%                       |  |
| 4320 Educational Software                                  | 2,595          | 167            | 167            | 47,482           | 45,000             | 47,482            | 47,650           | (168)                                  | (2,650)                                 | 168                        | 100%                     |  |
| 4325 Instructional Materials & Supplies                    | 2,636          | 642            | 7,770          | 47,908           | 61,631             | 47,812            | 47,908           | (96)                                   | 13,724                                  | -                          | 100%                     |  |
| 4410 Classroom Furniture, Equipment & Supplies             | 249            | 114            | 108            | 16,376           | 47,000             | 16,376            | 16,376           | -                                      | 30,624                                  | -                          | 100%                     |  |
| 4420 Computers: individual items less than \$5k            | -              | -              | 4,400          | 22,430           | 15,950             | 22,431            | 22,431           | -                                      | (6,481)                                 | 1                          | 100%                     |  |
| 4430 Non Classroom Related Furniture, Equipment & Supplies | 100            | -              | -              | 137              | 6,835              | 1,000             | 1,000            | -                                      | 5,835                                   | 863                        | 14%                      |  |
| 4710 Student Food Services                                 | 8,546          | 8,453          | 11,253         | 79,026           | 112,950            | 96,410            | 93,059           | 3,352                                  | 19,891                                  | 14,033                     | 85%                      |  |
| <b>SUBTOTAL - Books and Supplies</b>                       | <b>18,510</b>  | <b>12,937</b>  | <b>26,419</b>  | <b>241,419</b>   | <b>399,096</b>     | <b>261,226</b>    | <b>258,162</b>   | <b>3,065</b>                           | <b>140,935</b>                          | <b>16,742</b>              | <b>94%</b>               |  |
| <b>Services &amp; Other Operating Expenses</b>             |                |                |                |                  |                    |                   |                  |  |   |                            |                          |  |
| 5200 Travel & Conferences                                  | -              | -              | -              | 707              | 20,000             | 1,000             | 1,000            | -                                      | 19,000                                  | 293                        | 71%                      |  |
| 5300 Dues & Memberships                                    | -              | -              | -              | 14,471           | 15,000             | 15,000            | 15,000           | -                                      | -                                       | 529                        | 96%                      |  |
| 5400 Insurance   | -              | -              | 6,383          | 59,185           | 63,960             | 63,960            | 63,960           | (0)                                    | (0)                                     | 4,775                      | 93%                      |  |
| 5515 Janitorial, Gardening Services & Supplies             | 10,867         | 10,053         | 14,018         | 93,279           | 94,554             | 120,000           | 120,000          | -                                      | (25,446)                                | 26,721                     | 78%                      |  |
| 5535 Utilities - All Utilities                             | 9,511          | 7,305          | 17,186         | 90,322           | 165,000            | 130,000           | 130,000          | -                                      | 35,000                                  | 39,678                     | 69%                      |  |
| 5605 Equipment Leases                                      | 1,794          | 609            | 749            | 9,586            | 20,000             | 16,000            | 16,000           | -                                      | 4,000                                   | 6,414                      | 60%                      |  |
| 5610 Rent  | 93,026         | 85,885         | 85,885         | 791,751          | 1,045,944          | 1,045,944         | 1,045,944        | -                                      | -                                       | 254,193                    | 76%                      |  |
| 5615 Repairs and Maintenance - Building                    | 3,285          | 12,758         | 841            | 49,490           | 30,000             | 48,649            | 49,490           | (841)                                  | (19,490)                                | -                          | 100%                     |  |
| 5631 Other Space Rental                                    | 3,700          | 7,790          | 5,839          | 30,279           | 20,600             | 33,150            | 36,345           | (3,195)                                | (15,745)                                | 6,066                      | 83%                      |  |
| 5803 Accounting Fees                                       | -              | -              | 2,750          | 9,400            | 10,700             | 10,700            | 10,700           | -                                      | -                                       | 1,300                      | 88%                      |  |

**Contra Costa School of the Performing Arts**  
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|   |  | Actual         |                |                | YTD              | Budget             |                   |                  |  |   |                            |                          |
|---|--|----------------|----------------|----------------|------------------|--------------------|-------------------|------------------|--|---|----------------------------|--------------------------|
|   |  | Jan            | Feb            | Mar            | Actual YTD       | Approved Budget v1 | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | Current Forecast Remaining | % Current Forecast Spent |
| 5809  | Banking Fees                               | 35             | 35             | 35             | 358              | 1,000              | 1,000             | 1,000            | -                                      | -                                       | 642                        | 36%                      |
| 5812  | Business Services                          | 12,024         | 12,584         | 13,055         | 109,808          | 147,789            | 146,573           | 149,616          | (3,043)                                | (1,826)                                 | 39,808                     | 73%                      |
| 5815  | Consultants - Instructional                | 2,810          | 480            | 970            | 9,846            | 20,000             | 15,000            | 15,000           | -                                      | 5,000                                   | 5,154                      | 66%                      |
| 5820  | Consultants - Non Instructional - Custom 1 | -              | 10,833         | 1,347          | 15,331           | 30,000             | 15,331            | 15,331           | -                                      | 14,669                                  | 0                          | 100%                     |
| 5824  | District Oversight Fees                    | -              | -              | 50             | 1,600            | 48,865             | 41,786            | 40,362           | 1,424                                  | 8,502                                   | 38,762                     | 4%                       |
| 5830  | Field Trips Expenses                       | 180            | 7,258          | -              | 21,401           | 91,797             | 21,463            | 21,530           | (66)                                   | 70,267                                  | 129                        | 99%                      |
| 5839  | Fundraising Expenses                       | 12             | 63             | 142            | 7,104            | 10,000             | 10,000            | 10,000           | -                                      | -                                       | 2,896                      | 71%                      |
| 5843  | Interest - Loans Less than 1 Year          | -              | -              | -              | -                | 2,064              | 2,064             | 2,064            | -                                      | -                                       | 2,064                      | 0%                       |
| 5845  | Legal Fees                                 | 10,152         | 1,539          | 506            | 28,069           | 100,000            | 60,000            | 60,000           | -                                      | 40,000                                  | 31,931                     | 47%                      |
| 5851  | Marketing and Student Recruiting           | 3,223          | 1,738          | 1,075          | 15,783           | 30,000             | 20,000            | 20,000           | -                                      | 10,000                                  | 4,217                      | 79%                      |
| 5857  | Payroll Fees                               | 339            | 686            | 389            | 3,576            | 4,893              | 4,893             | 4,893            | -                                      | -                                       | 1,317                      | 73%                      |
| 5861  | Prior Yr Exp (not accrued)                 | -              | -              | -              | 594              | -                  | 594               | 594              | -                                      | (594)                                   | -                          | 100%                     |
| 5863  | Professional Development                   | -              | 500            | 1,193          | 29,886           | 25,000             | 30,061            | 30,061           | -                                      | (5,061)                                 | 175                        | 99%                      |
| 5869  | Special Education Contract Instructors     | 12,402         | 15,164         | 18,007         | 70,994           | 20,000             | 97,000            | 97,000           | -                                      | (77,000)                                | 26,006                     | 73%                      |
| 5872  | Special Education Encroachment             | -              | -              | -              | -                | 11,108             | 10,954            | 10,640           | 314                                    | 468                                     | 10,640                     | 0%                       |
| 5881  | Student Information System                 | 20,693         | 1,083          | 1,803          | 31,640           | 16,500             | 35,000            | 35,000           | -                                      | (18,500)                                | 3,360                      | 90%                      |
| 5887  | Technology Services                        | 6,517          | 4,400          | -              | 37,317           | 70,000             | 55,000            | 55,000           | -                                      | 15,000                                  | 17,683                     | 68%                      |
| 5893  | Transportation - Student                   | -              | -              | 140            | 140              | -                  | -                 | -                | -                                      | -                                       | (140)                      | -                        |
| 5898  | Bad Debt Expense                           | 787            | -              | 9,695          | 10,482           | -                  | 787               | 10,482           | (9,695)                                | (10,482)                                | -                          | 100%                     |
| 5900  | Communications                             | 1,573          | 154            | 914            | 11,984           | 26,856             | 26,856            | 17,000           | 9,856                                  | 9,856                                   | 5,016                      | 70%                      |
| 5915  | Postage and Delivery                       | 31             | 113            | 98             | 471              | -                  | 373               | 471              | (98)                                   | (471)                                   | -                          | 100%                     |
| <b>SUBTOTAL - Services &amp; Other Operating Exp.</b> |  | <b>192,959</b> | <b>181,030</b> | <b>183,072</b> | <b>1,554,851</b> | <b>2,141,630</b>   | <b>2,079,138</b>  | <b>2,084,482</b> | <b>(5,345)</b>                         | <b>57,148</b>                           | <b>529,632</b>             | <b>75%</b>               |
| <b>Capital Outlay &amp; Depreciation</b>              |  |                |                |                |                  |                    |                   |                  |  |   |                            |                          |
| 6900  | Depreciation                               | 4,565          | 1,985          | 4,049          | 37,986           | 47,671             | 50,133            | 50,133           | -                                      | (2,462)                                 | 12,147                     | 76%                      |
| <b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>   |  | <b>4,565</b>   | <b>1,985</b>   | <b>4,049</b>   | <b>37,986</b>    | <b>47,671</b>      | <b>50,133</b>     | <b>50,133</b>    | <b>-</b>                               | <b>(2,462)</b>                          | <b>12,147</b>              | <b>76%</b>               |
| <b>Other Outflows</b>                                 |  |                |                |                |                  |                    |                   |                  |  |   |                            |                          |
| 7438  | Long term debt - Interest                  | 12             | 7              | 15             | 213              | -                  | -                 | -                | -                                      | -                                       | (213)                      | -                        |
| 7999  | Uncategorized Expense                      | 15,937         | 162            | 576            | 29,140           | -                  | -                 | -                | -                                      | -                                       | (29,140)                   | -                        |
| <b>SUBTOTAL - Other Outflows</b>                      |  | <b>15,949</b>  | <b>169</b>     | <b>591</b>     | <b>29,353</b>    | <b>-</b>           | <b>-</b>          | <b>-</b>         | <b>-</b>                               | <b>-</b>                                | <b>(29,353)</b>            | <b>-</b>                 |
| <b>TOTAL EXPENSES</b>                                 |  | <b>548,506</b> | <b>518,700</b> | <b>542,286</b> | <b>4,554,070</b> | <b>6,383,028</b>   | <b>6,130,502</b>  | <b>6,136,850</b> | <b>(6,348)</b>                         | <b>246,178</b>                          | <b>1,582,780</b>           | <b>74%</b>               |

**Contra Costa School of the Perform**  
**Monthly Cash Forecast**  
**As of Mar FY2022**

|  | 2021-22            |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |
|--|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
|  | Actuals & Forecast |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  | Forecast         | Remaining Balance |
|  | Jul Actuals        | Aug Actuals      | Sep Actuals      | Oct Actuals      | Nov Actuals      | Dec Actuals      | Jan Actuals      | Feb Actuals      | Mar Actuals      | Apr Forecast     | May Forecast     | Jun Forecast     |                  |                   |
| <b>Beginning Cash</b>                  | <b>1,222,950</b>   | <b>1,037,941</b> | <b>1,131,664</b> | <b>1,404,113</b> | <b>1,365,253</b> | <b>1,338,741</b> | <b>1,082,687</b> | <b>1,150,905</b> | <b>1,272,116</b> | <b>1,368,177</b> | <b>1,423,679</b> | <b>1,303,386</b> |                  |                   |
| <b>REVENUE</b>                         |                    |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |
| LCFF Entitlement                       | -                  | 221,369          | 342,811          | 363,628          | 343,260          | 179,871          | 362,161          | 179,871          | 775,570          | 479,122          | 300,675          | 300,675          | 3,886,243        | 37,232            |
| Federal Revenue                        | -                  | -                | 20,043           | -                | 12,044           | 2,118            | 22,796           | 12,044           | 26,792           | 35,921           | 16,193           | 1,972            | 362,312          | 212,390           |
| Other State Revenue                    | 15,057             | 15,057           | 27,103           | 27,103           | 27,103           | 54,603           | 165,952          | 83,659           | 160,997          | 16,647           | 55,944           | 152,778          | 1,053,671        | 251,667           |
| Other Local Revenue                    | 1,109              | 21,442           | 13,215           | 10,074           | 22,673           | 107,491          | 16,827           | 327,289          | (293,998)        | 2,615            | 2,615            | 2,615            | 233,967          | -                 |
| Fundraising & Grants                   | 1,903              | 12,198           | 3,847            | 1,000            | 2,016            | 124              | 6,191            | 1,255            | 1,269            | 38,322           | 38,322           | 38,322           | 144,768          | -                 |
| <b>TOTAL REVENUE</b>                   | <b>18,069</b>      | <b>270,066</b>   | <b>407,020</b>   | <b>401,804</b>   | <b>407,096</b>   | <b>344,206</b>   | <b>573,927</b>   | <b>604,118</b>   | <b>670,630</b>   | <b>572,626</b>   | <b>413,749</b>   | <b>496,362</b>   | <b>5,680,961</b> | <b>501,289</b>    |
| <b>EXPENSES</b>                        |                    |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                   |
| Certificated Salaries                  | 80,652             | 209,811          | 212,236          | 213,263          | 195,412          | 213,787          | 194,152          | 193,583          | 225,103          | 234,833          | 229,378          | 236,878          | 2,439,087        | -                 |
| Classified Salaries                    | 17,270             | 37,209           | 40,239           | 45,504           | 47,485           | 43,668           | 54,913           | 61,757           | 30,847           | 55,809           | 45,994           | 45,994           | 526,687          | -                 |
| Employee Benefits                      | 59,092             | 60,163           | 69,987           | 65,199           | 55,278           | 56,950           | 67,458           | 67,240           | 72,206           | 74,305           | 73,327           | 57,094           | 778,299          | -                 |
| Books & Supplies                       | 19,354             | 23,880           | 45,982           | 35,691           | 12,865           | 45,781           | 18,510           | 12,937           | 26,419           | (3,169)          | 9,908            | 9,908            | 258,162          | 96                |
| Services & Other Operating Expenses    | 127,326            | 160,920          | 233,516          | 147,303          | 159,108          | 169,617          | 192,959          | 181,030          | 183,072          | 178,248          | 179,791          | 174,461          | 2,084,482        | (2,868)           |
| Capital Outlay & Depreciation          | 4,565              | 4,565            | 4,565            | 4,565            | 4,565            | 4,565            | 4,565            | 1,985            | 4,049            | 3,791            | 4,178            | 4,178            | 50,133           | -                 |
| Other Outflows                         | 893                | 1,359            | 1,398            | 5,687            | 401              | 2,906            | 15,949           | 169              | 591              | (29,353)         | -                | -                | -                | -                 |
| <b>TOTAL EXPENSES</b>                  | <b>309,151</b>     | <b>497,905</b>   | <b>607,923</b>   | <b>517,213</b>   | <b>475,113</b>   | <b>537,273</b>   | <b>548,506</b>   | <b>518,700</b>   | <b>542,286</b>   | <b>514,464</b>   | <b>542,576</b>   | <b>528,512</b>   | <b>6,136,850</b> | <b>(2,772)</b>    |
| <b>Operating Cash Inflow (Outflow)</b> | <b>(291,082)</b>   | <b>(227,839)</b> | <b>(200,903)</b> | <b>(115,409)</b> | <b>(68,017)</b>  | <b>(193,067)</b> | <b>25,421</b>    | <b>85,418</b>    | <b>128,344</b>   | <b>58,162</b>    | <b>(128,827)</b> | <b>(32,151)</b>  | <b>(455,889)</b> | <b>504,061</b>    |
| Revenues - Prior Year Accruals         | 73,417             | 328,834          | 438,923          | 27,287           | -                | 21,874           | 2,510            | -                | 1,979            | 4,310            | -                | -                | -                | -                 |
| Other Assets                           | 29,485             | -                | (4,373)          | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                 |
| Fixed Assets                           | 4,565              | 4,565            | 4,565            | 4,565            | 4,565            | 4,565            | 4,565            | 1,985            | 4,049            | 3,791            | 4,178            | 4,178            | -                | -                 |
| Expenses - Prior Year Accruals         | -                  | (45,803)         | (2,211)          | -                | -                | (21,874)         | -                | -                | (6,527)          | (3,448)          | -                | -                | -                | -                 |
| Accounts Payable - Current Year        | (71,016)           | (12,305)         | -                | 100              | 44               | (98,434)         | -                | (2,041)          | 13,712           | (11,671)         | -                | -                | -                | -                 |
| Summerholdback for Teachers            | (37,888)           | 6,633            | 5,143            | 4,957            | 5,592            | (423)            | 4,416            | 4,545            | 1,538            | 4,356            | 4,356            | 4,356            | -                | -                 |
| Loans Payable (Long Term)              | -                  | -                | (8,333)          | -                | (8,333)          | (8,333)          | (8,333)          | (8,333)          | (10)             | -                | -                | -                | -                | -                 |
| Other Liabilities                      | 107,510            | 39,639           | 39,638           | 39,639           | 39,639           | 39,639           | 39,639           | 39,639           | (47,024)         | -                | -                | -                | -                | -                 |
| <b>Ending Cash</b>                     | <b>1,037,941</b>   | <b>1,131,664</b> | <b>1,404,113</b> | <b>1,365,253</b> | <b>1,338,741</b> | <b>1,082,687</b> | <b>1,150,905</b> | <b>1,272,116</b> | <b>1,368,177</b> | <b>1,423,679</b> | <b>1,303,386</b> | <b>1,279,770</b> |                  |                   |

**Contra Costa School of the Performing Arts**  
**Balance Sheet**  
**As of Mar FY2022**

|                                       | <b>Jun FY2021</b> | <b>Mar FY2022</b> |
|---------------------------------------|-------------------|-------------------|
| <b>ASSETS</b>                         |                   |                   |
| Cash Balance                          | 1,222,950         | 1,368,177         |
| Accounts Receivable                   | 954,975           | 60,151            |
| Other Current Assets                  | 2,515             | 2,515             |
| Prepays                               | 29,485            | 4,373             |
| Fixed Assets, Net                     | 82,131            | 44,145            |
| Due From Others                       | 3,809             | 3,809             |
| <b>TOTAL ASSETS</b>                   | <b>2,295,866</b>  | <b>1,483,171</b>  |
| <b>LIABILITIES &amp; EQUITY</b>       |                   |                   |
| Accounts Payable                      | 240,248           | 51,332            |
| Deferred Revenue                      | 202,528           | 137,490           |
| Current Loans and Other Payables      | 644,547           | 1,018,787         |
| Long-Term Loans and Other Liabilities | 50,008            | 8,333             |
| Beginning Net Assets                  | 500,958           | 1,124,363         |
| Net Income (Loss) to Date             | 657,576           | (857,134)         |
| <b>TOTAL LIABILITIES &amp; EQUITY</b> | <b>2,295,866</b>  | <b>1,483,170</b>  |

**Contra Costa School of the Performing Arts  
Multi-year Projection  
As of Mar FY2022**

|   | <b>Year 1<br/>2021-22</b> | <b>Year 2<br/>2022-23</b> | <b>Year 3<br/>2023-24</b> |
|---|---------------------------|---------------------------|---------------------------|
| <b>SUMMARY</b>                            |                           |                           |                           |
| <b>Revenue</b>                            |                           |                           |                           |
| LCFF Entitlement                          | 3,886,243                 | 4,476,898                 | 5,669,981                 |
| Federal Revenue                           | 362,312                   | 313,427                   | 147,843                   |
| Other State Revenues                      | 1,053,671                 | 906,443                   | 841,570                   |
| Local Revenues                            | 233,967                   | 150,433                   | 173,044                   |
| Fundraising and Grants                    | 144,768                   | 96,558                    | 106,016                   |
| <b>Total Revenue</b>                      | <b>5,680,961</b>          | <b>5,943,758</b>          | <b>6,938,453</b>          |
| <b>Expenses</b>                           |                           |                           |                           |
| Compensation and Benefits                 | 3,744,073                 | 3,735,759                 | 3,895,439                 |
| Books and Supplies                        | 258,162                   | 279,040                   | 324,325                   |
| Services and Other Operating Expenditures | 2,084,482                 | 2,134,511                 | 2,198,160                 |
| Depreciation                              | 50,133                    | 16,414                    | 14,539                    |
| Other Outflows                            | -                         | -                         | -                         |
| <b>Total Expenses</b>                     | <b>6,136,850</b>          | <b>6,165,724</b>          | <b>6,432,464</b>          |
| <b>Operating Income</b>                   | <b>(455,889)</b>          | <b>(221,966)</b>          | <b>505,989</b>            |
| <b>Fund Balance</b>                       |                           |                           |                           |
| Beginning Balance (Unaudited)             | 1,158,535                 | 668,474                   | 446,508                   |
| Audit Adjustment                          | (34,172)                  |                           |                           |
| Beginning Balance (Audited)               | 1,124,363                 | 668,474                   | 446,508                   |
| Operating Income                          | (455,889)                 | (221,966)                 | 505,989                   |
| <b>Ending Fund Balance</b>                | <b>668,474</b>            | <b>446,508</b>            | <b>952,497</b>            |
| <b>Total Revenue Per ADA</b>              | 13,985                    | 13,532                    | 13,130                    |
| <b>Total Expenses Per ADA</b>             | 15,107                    | 14,038                    | 12,172                    |
| <b>Operating Income Per ADA</b>           | (1,122)                   | (505)                     | 957                       |
| <b>Fund Balance as a % of Expenses</b>    | 11%                       | 7%                        | 15%                       |

**Contra Costa School of the Performing Arts**  
**Multi-year Projection**  
**As of Mar FY2022**

|  | <b>Year 1</b><br><b>2021-22</b> | <b>Year 2</b><br><b>2022-23</b> | <b>Year 3</b><br><b>2023-24</b> |
|--|---------------------------------|---------------------------------|---------------------------------|
| <b>Key Assumptions</b>                       |                                 |                                 |                                 |
| <b>Enrollment Breakdown</b>                  |                                 |                                 |                                 |
| 6  | 79                              | 89                              | 97                              |
| 7  | 92                              | 89                              | 97                              |
| 8  | 93                              | 89                              | 97                              |
| 9  | 53                              | 75                              | 92                              |
| 10   | 52                              | 50                              | 77                              |
| 11   | 28                              | 50                              | 50                              |
| 12   | 26                              | 23                              | 50                              |
| <b>Total Enrolled</b>                        | <b>423</b>                      | <b>465</b>                      | <b>560</b>                      |
| <b>ADA %</b>                                 |                                 |                                 |                                 |
| 4-6  | 96.4%                           | 95.5%                           | 95.5%                           |
| 7-8  | 94.9%                           | 95.0%                           | 95.0%                           |
| 9-12   | 97.2%                           | 93.5%                           | 93.5%                           |
| <b>Average ADA %</b>                         | <b>96.0%</b>                    | <b>94.5%</b>                    | <b>94.4%</b>                    |
| <b>ADA</b>                                   |                                 |                                 |                                 |
| 4-6  | 76                              | 85                              | 93                              |
| 7-8  | 176                             | 169                             | 184                             |
| 9-12   | 155                             | 185                             | 252                             |
| <b>Total ADA</b>                             | <b>406</b>                      | <b>439</b>                      | <b>528</b>                      |
| <b>Demographic Information</b>               |                                 |                                 |                                 |
| CALPADS Enrollment (for unduplicated % calc) | 440                             | 465                             | 560                             |
| # Unduplicated (CALPADS)                     | 157                             | 166                             | 200                             |
| # Free & Reduced Lunch (CALPADS)             | -                               | -                               | -                               |
| # ELL (CALPADS)                              | -                               | -                               | -                               |
| New Students                                 | -                               | 25                              | 95                              |
| <b>School Information</b>                    |                                 |                                 |                                 |
| FTE's  | 43.8                            | 40.0                            | 40.9                            |
| Teachers                                     | 22                              | 19                              | 20                              |
| Certificated Pay Increases                   | 2%                              | 2%                              | 2%                              |
| Classified Pay Increases                     | 2%                              | 2%                              | 2%                              |
| # of school days                             | -                               | -                               | -                               |



**Contra Costa School of the Performing Arts**  
**Multi-year Projection**  
**As of Mar FY2022**

Default Expense Inflation Rate

| <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>  |
|----------------|----------------|----------------|
| <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|                | 0%             | 0%             |

**Contra Costa School of the Performing Arts**  
**Multi-year Projection**  
**As of Mar FY2022**

|  | <b>Year 1</b>    | <b>Year 2</b>    | <b>Year 3</b>    |
|--|------------------|------------------|------------------|
|  | <b>2021-22</b>   | <b>2022-23</b>   | <b>2023-24</b>   |
| <b>REVENUE</b>   |                  |                  |                  |
| <b>LCFF Entitlement</b>                                      |                  |                  |                  |
| 8011 Charter Schools General Purpose Entitlement - State Aid | 1,888,136        | 2,316,447        | 3,070,652        |
| 8012 Education Protection Account Entitlement                | 81,244           | 87,845           | 105,690          |
| 8096 Charter Schools in Lieu of Property Taxes               | 1,916,863        | 2,072,606        | 2,493,639        |
| <b>SUBTOTAL - LCFF Entitlement</b>                           | <b>3,886,243</b> | <b>4,476,898</b> | <b>5,669,981</b> |
| <b>Federal Revenue</b>                                       |                  |                  |                  |
| 8181 Special Education - Entitlement                         | 64,221           | 61,428           | 64,919           |
| 8220 Child Nutrition Programs                                | 19,670           | 21,623           | 26,040           |
| 8291 Title I   | 38,414           | 38,414           | 38,414           |
| 8292 Title II  | 8,470            | 8,470            | 8,470            |
| 8294 Title IV  | 10,000           | 10,000           | 10,000           |
| 8297 PY Federal - Not Accrued                                | 3,063            | -                | -                |
| 8299 All Other Federal Revenue                               | 218,475          | 173,492          | -                |
| <b>SUBTOTAL - Federal Revenue</b>                            | <b>362,312</b>   | <b>313,427</b>   | <b>147,843</b>   |
| <b>Other State Revenue</b>                                   |                  |                  |                  |
| 8381 Special Education - Entitlement (State)                 | 290,447          | 360,165          | 433,329          |
| 8382 Special Education Reimbursement (State)                 | 216,000          | 216,000          | 216,000          |
| 8520 Child Nutrition - State                                 | 1,481            | 1,628            | 1,960            |
| 8550 Mandated Cost Reimbursements                            | 12,554           | 12,350           | 14,438           |
| 8560 State Lottery Revenue                                   | 96,736           | 104,596          | 125,843          |
| 8590 All Other State Revenue                                 | 436,453          | 211,705          | 50,000           |
| <b>SUBTOTAL - Other State Revenue</b>                        | <b>1,053,671</b> | <b>906,443</b>   | <b>841,570</b>   |
| <b>Local Revenue</b>   |                  |                  |                  |
| 8634 Food Service Sales                                      | 50,170           | 53,753           | 64,672           |
| 8660 Interest  | 4                | 4                | 4                |
| 8693 Field Trips   | 16,249           | 32,942           | 39,634           |
| 8699 All Other Local Revenue                                 | 137,545          | 28,734           | 28,734           |
| 8701 8701 - Student Production/Event Revenue                 | 30,000           | 35,000           | 40,000           |
| <b>SUBTOTAL - Local Revenue</b>                              | <b>233,967</b>   | <b>150,433</b>   | <b>173,044</b>   |
| <b>Fundraising and Grants</b>                                |                  |                  |                  |
| 8802 8802 - Donations - Private (Foundation Grants)          | 75,000           | 50,000           | 50,000           |

**Contra Costa School of the Performing Arts**  
**Multi-year Projection**  
**As of Mar FY2022**

|  | <b>Year 1</b>    | <b>Year 2</b>    | <b>Year 3</b>    |
|--|------------------|------------------|------------------|
|  | <b>2021-22</b>   | <b>2022-23</b>   | <b>2023-24</b>   |
| 8803 8803 - Fundraising (school Site)    | 69,768           | 46,558           | 56,016           |
| <b>SUBTOTAL - Fundraising and Grants</b> | <b>144,768</b>   | <b>96,558</b>    | <b>106,016</b>   |
| <b>TOTAL REVENUE</b>                     | <b>5,680,961</b> | <b>5,943,758</b> | <b>6,938,453</b> |

**Contra Costa School of the Performing Arts  
Multi-year Projection  
As of Mar FY2022**

|   |  | <b>Year 1</b>    | <b>Year 2</b>    | <b>Year 3</b>    |
|---|--|------------------|------------------|------------------|
|   |  | <b>2021-22</b>   | <b>2022-23</b>   | <b>2023-24</b>   |
| <b>EXPENSES</b>                         |  |                  |                  |                  |
| <b>Compensation &amp; Benefits</b>      |  |                  |                  |                  |
| <b>Certificated Salaries</b>            |  |                  |                  |                  |
| 1100                                    | Teachers Salaries                                | 1,300,246        | 1,188,679        | 1,290,712        |
| 1101                                    | Teacher - Bonus                                  | 10,000           | 7,000            | 6,000            |
| 1148                                    | Teacher - Special Ed                             | 115,967          | 140,296          | 143,102          |
| 1150                                    | Teacher - Custom 1                               | 99,448           | 49,684           | 50,677           |
| 1200                                    | Certificated Pupil Support Salaries              | 379,035          | 386,615          | 374,555          |
| 1300                                    | Certificated Supervisor & Administrator Salaries | 534,392          | 728,621          | 743,194          |
| <b>SUBTOTAL - Certificated Salaries</b> |  | <b>2,439,087</b> | <b>2,500,895</b> | <b>2,608,240</b> |
| <b>Classified Salaries</b>              |  |                  |                  |                  |
| 2100                                    | Classified Instructional Aide Salaries           | 267,691          | 199,174          | 203,157          |
| 2200                                    | Classified Support Salaries                      | 29,345           | 30,428           | 31,036           |
| 2300                                    | Classified Supervisor & Administrator Salaries   | 46,855           | -                | -                |
| 2400                                    | Classified Clerical & Office Salaries            | 162,796          | 168,619          | 171,992          |
| 2935                                    | Other Classified - Substitute                    | 20,000           | 22,000           | 22,440           |
| <b>SUBTOTAL - Classified Salaries</b>   |  | <b>526,687</b>   | <b>420,221</b>   | <b>428,625</b>   |
| <b>Employee Benefits</b>                |  |                  |                  |                  |
| 3100                                    | STRS   | 399,251          | 472,383          | 492,781          |
| 3300                                    | OASDI-Medicare-Alternative                       | 80,584           | 70,126           | 72,360           |
| 3400                                    | Health & Welfare Benefits                        | 210,938          | 198,750          | 217,698          |
| 3500                                    | Unemployment Insurance                           | 39,347           | 25,874           | 26,491           |
| 3600                                    | Workers Comp Insurance                           | 44,487           | 43,817           | 45,553           |
| 3900                                    | Other Employee Benefits                          | 3,693            | 3,693            | 3,693            |
| <b>SUBTOTAL - Employee Benefits</b>     |  | <b>778,299</b>   | <b>814,643</b>   | <b>858,574</b>   |
| <b>Books &amp; Supplies</b>             |  |                  |                  |                  |
| 4200                                    | Books & Other Reference Materials                | 3,299            | 3,299            | 3,299            |
| 4300                                    | Materials & Supplies                             | 25,424           | 25,000           | 30,000           |
| 4315                                    | Custodial Supplies                               | 1,016            | 1,098            | 1,321            |
| 4320                                    | Educational Software                             | 47,650           | 48,754           | 58,658           |
| 4325                                    | Instructional Materials & Supplies               | 47,908           | 48,754           | 58,658           |

**Contra Costa School of the Performing Arts**  
**Multi-year Projection**  
**As of Mar FY2022**

|  | <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>  |
|--|----------------|----------------|----------------|
|  | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
| 4410 Classroom Furniture, Equipment & Supplies             | 16,376         | 20,000         | 20,000         |
| 4420 Computers: individual items less than \$5k            | 22,431         | 22,431         | 22,431         |
| 4430 Non Classroom Related Furniture, Equipment & Supplies | 1,000          | 10,000         | 10,000         |
| 4710 Student Food Services                                 | 93,059         | 99,704         | 119,958        |
| <b>SUBTOTAL - Books and Supplies</b>                       | <b>258,162</b> | <b>279,040</b> | <b>324,325</b> |
| <b>Services &amp; Other Operating Expenses</b>             |                |                |                |
| 5200 Travel & Conferences                                  | 1,000          | 5,000          | 5,150          |
| 5300 Dues & Memberships                                    | 15,000         | 15,000         | 15,000         |
| 5400 Insurance   | 63,960         | 77,395         | 77,395         |
| 5515 Janitorial, Gardening Services & Supplies             | 120,000        | 123,600        | 127,308        |
| 5535 Utilities - All Utilities                             | 130,000        | 133,900        | 137,917        |
| 5605 Equipment Leases                                      | 16,000         | 16,000         | 16,000         |
| 5610 Rent  | 1,045,944      | 1,045,944      | 1,045,944      |
| 5615 Repairs and Maintenance - Building                    | 49,490         | 50,975         | 52,504         |
| 5631 Other Space Rental                                    | 36,345         | 36,345         | 36,345         |
| 5803 Accounting Fees                                       | 10,700         | 11,021         | 11,352         |
| 5809 Banking Fees  | 1,000          | 1,000          | 1,000          |
| 5812 Business Services                                     | 149,616        | 153,261        | 155,511        |
| 5815 Consultants - Instructional                           | 15,000         | 15,450         | 15,914         |
| 5820 Consultants - Non Instructional - Custom 1            | 15,331         | 15,331         | 15,331         |
| 5824 District Oversight Fees                               | 40,362         | 46,269         | 58,200         |
| 5830 Field Trips Expenses                                  | 21,530         | 40,848         | 49,146         |
| 5839 Fundraising Expenses                                  | 10,000         | 10,000         | 10,000         |
| 5843 Interest - Loans Less than 1 Year                     | 2,064          | 2,064          | 2,064          |
| 5845 Legal Fees  | 60,000         | 60,000         | 60,000         |
| 5851 Marketing and Student Recruiting                      | 20,000         | 20,000         | 20,000         |
| 5857 Payroll Fees  | 4,893          | 5,039          | 5,190          |
| 5861 Prior Yr Exp (not accrued)                            | 594            | -              | -              |
| 5863 Professional Development                              | 30,061         | 25,000         | 30,000         |
| 5869 Special Education Contract Instructors                | 97,000         | 99,910         | 102,907        |
| 5872 Special Education Encroachment                        | 10,640         | 12,648         | 14,947         |
| 5881 Student Information System                            | 35,000         | 35,000         | 35,000         |
| 5887 Technology Services                                   | 55,000         | 60,000         | 80,000         |
| 5898 Bad Debt Expense                                      | 10,482         | -              | -              |
| 5900 Communications  | 17,000         | 17,510         | 18,035         |
| 5915 Postage and Delivery                                  | 471            | -              | -              |

**Contra Costa School of the Performing Arts**  
**Multi-year Projection**  
**As of Mar FY2022**

|   | <b>Year 1</b>    | <b>Year 2</b>    | <b>Year 3</b>    |
|---|------------------|------------------|------------------|
|   | <b>2021-22</b>   | <b>2022-23</b>   | <b>2023-24</b>   |
| <b>SUBTOTAL - Services &amp; Other Operating Exp.</b> | <b>2,084,482</b> | <b>2,134,511</b> | <b>2,198,160</b> |
| <b>Depreciation Expense</b>                           |                  |                  |                  |
| 6900 Depreciation                                     | 50,133           | 16,414           | 14,539           |
| <b>SUBTOTAL - Depreciation Expense</b>                | <b>50,133</b>    | <b>16,414</b>    | <b>14,539</b>    |
| <b>Other Outflows</b>                                 |                  |                  |                  |
| <b>SUBTOTAL - Other Outflows</b>                      | <b>-</b>         | <b>-</b>         | <b>-</b>         |
| <b>TOTAL EXPENSES</b>                                 | <b>6,136,850</b> | <b>6,165,724</b> | <b>6,432,464</b> |

## Contra Costa School of the Performing Arts

2021-22

As of Mar FY2022

|   | Year 1<br>2021-22 | Year 2<br>2022-23 | Year 3<br>2023-24 | Driver/ Rate Type                 |
|---|-------------------|-------------------|-------------------|-----------------------------------|
| <b>Revenues and related expenses</b>    |                   |                   |                   |                                   |
| <b>Statewide LCFF Assumptions</b>       |                   |                   |                   |                                   |
| LCFF COLA                               | 5.07%             | 5.33%             | 3.61%             |                                   |
| TK-3 LCFF Base                          | 8,093             | 8,524             | 8,832             |                                   |
| 4-6 LCFF Base                           | 8,215             | 8,653             | 8,965             |                                   |
| 7-8 LCFF Base                           | 8,458             | 8,909             | 9,231             |                                   |
| 9-12 LCFF Base                          | 9,802             | 10,324            | 10,697            |                                   |
| TK-3 Gr Span Adj                        | 842               | 886               | 919               |                                   |
| 9-12 Gr Span Adj                        | 255               | 268               | 278               |                                   |
| <b>School LCFF Assumptions</b>          |                   |                   |                   |                                   |
| LCFF per ADA                            | 9,567             | 10,193            | 10,729            |                                   |
| ILPT per ADA                            | 4,719             | 4,719             | 4,719             |                                   |
| Supplemental & Concentration Funding    | 221,843           | 274,027           | 377,858           |                                   |
| Unduplicated Pupil % (3 year avg)       | 30.27%            | 32.60%            | 35.70%            |                                   |
| District UPP                            | 47.79%            | 47.79%            | 47.79%            |                                   |
| <b>Other Federal and State Revenues</b> |                   |                   |                   |                                   |
| EDCOE SELPA Federal Rate                | 139.61            | 139.61            | 139.61            | Prior Year Enrollment             |
| EDCOE SELPA State Rate                  | 715.00            | 820.00            | 820.00            | ADA                               |
| LAUSD SPED Federal Rate                 | 277.47            | 226.02            | 226.02            | ADA                               |
| LAUSD SPED State Rate                   | 785.59            | 818.69            | 818.69            | ADA                               |
| Other SELPA Fed                         | 0                 | 0.00              | 0.00              |                                   |
| Other SELPA State                       | 0                 | 0.00              | 0.00              | Flat Rate (NR)                    |
| Mandated Cost Reimbursements: K-8       | 17.21             | 18.13             | 18.78             | Prior Year Enrollment             |
| Mandated Cost Reimbursements: 9-12      | 47.84             | 50.39             | 52.21             | Prior Year Enrollment             |
| One Time Funding                        | 0.00              | 0.00              | 0.00              | Prior Year Enrollment             |
| State Lottery Unrestricted              | 163.00            | 163.00            | 163.00            | P-A ADA                           |
| State Lottery Restricted                | 65.00             | 65.00             | 65.00             | P-A ADA                           |
| Absence Factor                          | 1.04              | 1.04              | 1.04              | Multiplier to state lottery rates |
| SB740 maximum per ADA                   | 1,232.00          | 1,297.67          | 1,344.51          | ADA                               |
| SB740 Lease & ADA Default Proration     | 92%               | 90%               | 90%               |                                   |
| SB740 Other Costs Default Proration     | 0%                | 0%                | 0%                |                                   |
| <b>Fees</b>                             |                   |                   |                   |                                   |
| Authorizer Fees                         | 150001.00%        | 0.00%             |                   | 0.00                              |
| Special Education Encroachment Fees     | 0.03              | 0.03              |                   | % of Sped Revenue                 |
| <b>Payroll</b>                          |                   |                   |                   |                                   |
| <b>Annual Pay Increase</b>              |                   |                   |                   |                                   |
| Certificated                            |                   | 2.00%             | 2.00%             |                                   |
| Classified                              |                   | 2.00%             | 2.00%             |                                   |
| <b>Benefits</b>                         |                   |                   |                   |                                   |
| STRS                                    | 16.92%            | 19.10%            | 19.10%            | % of eligible payroll             |
| PERS                                    | 22.91%            | 25.40%            | 25.20%            | % of eligible payroll             |
| PARS                                    | 3.75%             | 3.75%             | 3.75%             | % of eligible payroll             |
| Social Security                         | 6.20%             | 6.20%             | 6.20%             | % of eligible payroll             |
| Medicare                                | 1.45%             | 1.45%             | 1.45%             | % of total payroll                |
| Health & Welfare Benefits               |                   |                   |                   | Annual rate per employee          |

|                             |         |         |         |                          |
|-----------------------------|---------|---------|---------|--------------------------|
| Yes                         | \$6,250 | \$6,625 | \$7,023 |                          |
| H&W average annual increase | 6.00%   | 6.00%   | 6.00%   |                          |
| In Lieu Medical Stipend     |         |         |         | Annual stipend           |
| FUTA Exempt Status          |         |         |         |                          |
| FUTA %                      | 0.60%   | 0.60%   | 0.60%   | % of eligible payroll    |
| FUTA Tax Base               | \$7,000 | \$7,000 | \$7,000 |                          |
| SUTA %                      | 8.10%   | 8.10%   | 8.10%   | % of eligible payroll    |
| SUTA Tax Base               | \$7,000 | \$7,000 | \$7,000 |                          |
| ETT (part of SUTA)          | \$7     | \$7     | \$7     | Annual rate per employee |
| Workers Comp                | 1.50%   | 1.50%   | 1.50%   | % of total payroll       |



# Cover Sheet

## Revised Brown Act Requirements on Teleconferencing Rules

**Section:** V. ACTION ITEMS  
**Item:** A. Revised Brown Act Requirements on Teleconferencing  
Rules  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Revised\_Brown\_Act\_Requirements\_on\_Teleconferencing\_Rules.pdf



### **Revised Brown Act Requirements on Teleconferencing Rules**

The Governing Board of the Contra Costa School of Performing Arts determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

# Cover Sheet

## A-G Grant Plan

|                          |                           |
|--------------------------|---------------------------|
| <b>Section:</b>          | V. ACTION ITEMS           |
| <b>Item:</b>             | B. A-G Grant Plan         |
| <b>Purpose:</b>          | Vote                      |
| <b>Submitted by:</b>     |                           |
| <b>Related Material:</b> | A-GCIGP_SPA_Plan_2022.pdf |

## A-G Completion Improvement Grant Plan

| Local Educational Agency (LEA) Name    | Total Grant Allocation |
|--|------------------------|
| Contra Costa School of Performing Arts | <b>\$36,910</b>        |

### Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

Funds will be used to provide targeted learning supports for foster youth, low-income students, and English Learners in before and after school tutoring programs, summer programs, and interventions during daily Advisory and Academic Enrichments supported by credentialed teachers and instructional aides..

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

100% of foster youth, low-income students, and English Learners enrolled in a general education program will have access to A-G courses approved by the University of California.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

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The parents/guardians of foster youth, low-income students, and English Learners are engaged with through direct communication and offered the opportunities for students to participate in credit recovery, or to retake classes during summer school or the next school year.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

The plan supplements services in the LCAP and LRP through the dedication of more resources to teachers and instructional aides as important facilitators of learning.

### Plan Expenditures

| Programs and services to increase or improve A-G completion  | Planned Expenditures |
|--|----------------------|
| Provide access to online A-G classes for families who opt for independent study  | [\$ 6,910.00]        |
| Provide 10 days of teacher and/or administrator professional development in learning intervention program implementation | [\$ 10,000.00]       |
| Additional staff for 8 school months of after school tutoring support 4-days per week.                                   | [\$ 20,000.00]       |

# Cover Sheet

## 2022-2023 LCAP

**Section:** V. ACTION ITEMS  
**Item:** C. 2022-2023 LCAP  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**

2022\_Local\_Control\_and\_Accountability\_Plan\_Contra\_Costa\_School\_of\_Performing\_Arts\_20220512.pdf



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Contra Costa School of Performing Arts

CDS Code: 07100740134114

School Year: 2022-23

LEA contact information:

Robert Chalwell

Principal

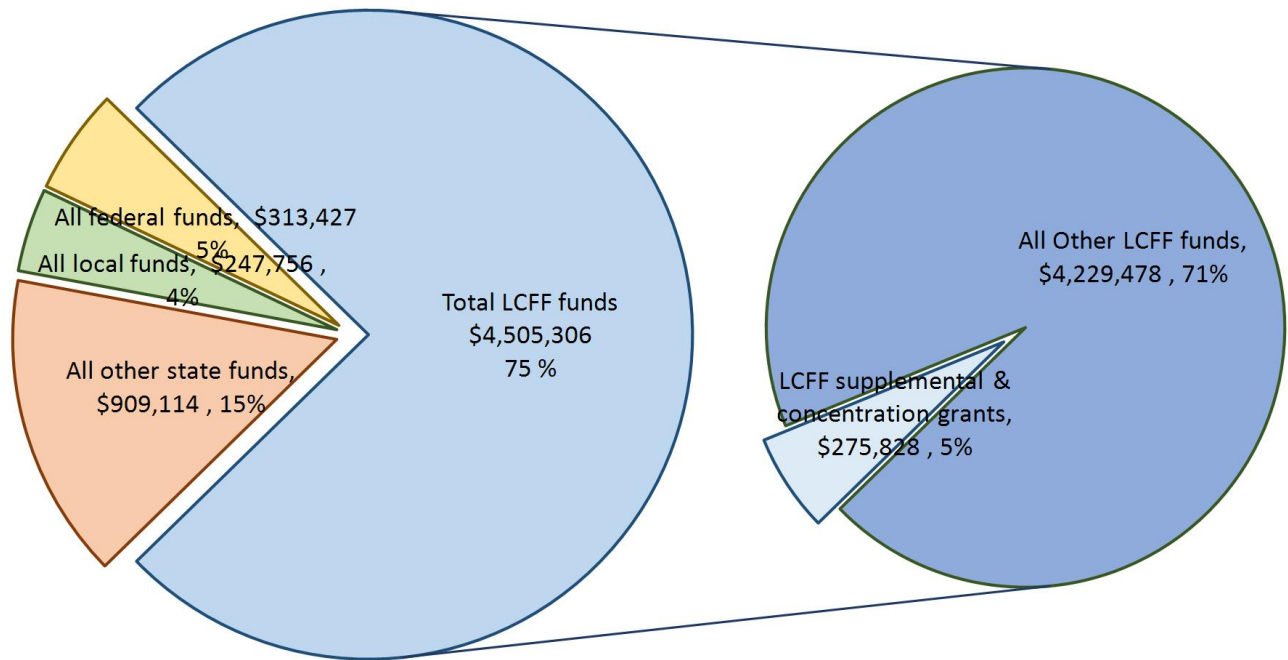
[robert.chalwell@cocospa.org](mailto:robert.chalwell@cocospa.org)

925.235.1130

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

## Projected Revenue by Fund Source

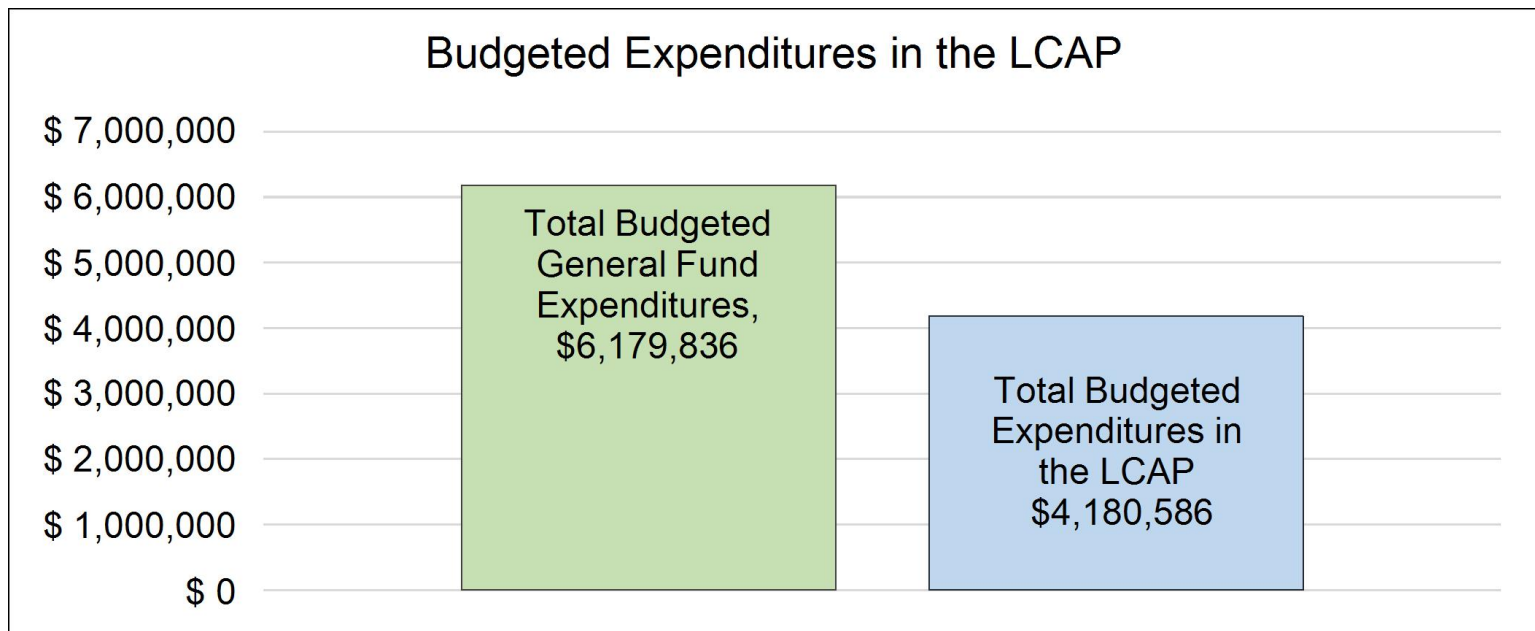


This chart shows the total general purpose revenue Contra Costa School of Performing Arts expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Contra Costa School of Performing Arts is \$5,975,603, of which \$4505306 is Local Control Funding Formula (LCFF), \$909114 is other state funds, \$247756 is local funds, and \$313427 is federal funds. Of the \$4505306 in LCFF Funds, \$275828 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Contra Costa School of Performing Arts plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Contra Costa School of Performing Arts plans to spend \$6179836 for the 2022-23 school year. Of that amount, \$4180586 is tied to actions/services in the LCAP and \$1,999,250 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Business Services, Oversight Fees, Legal Fees, Equipment Leases

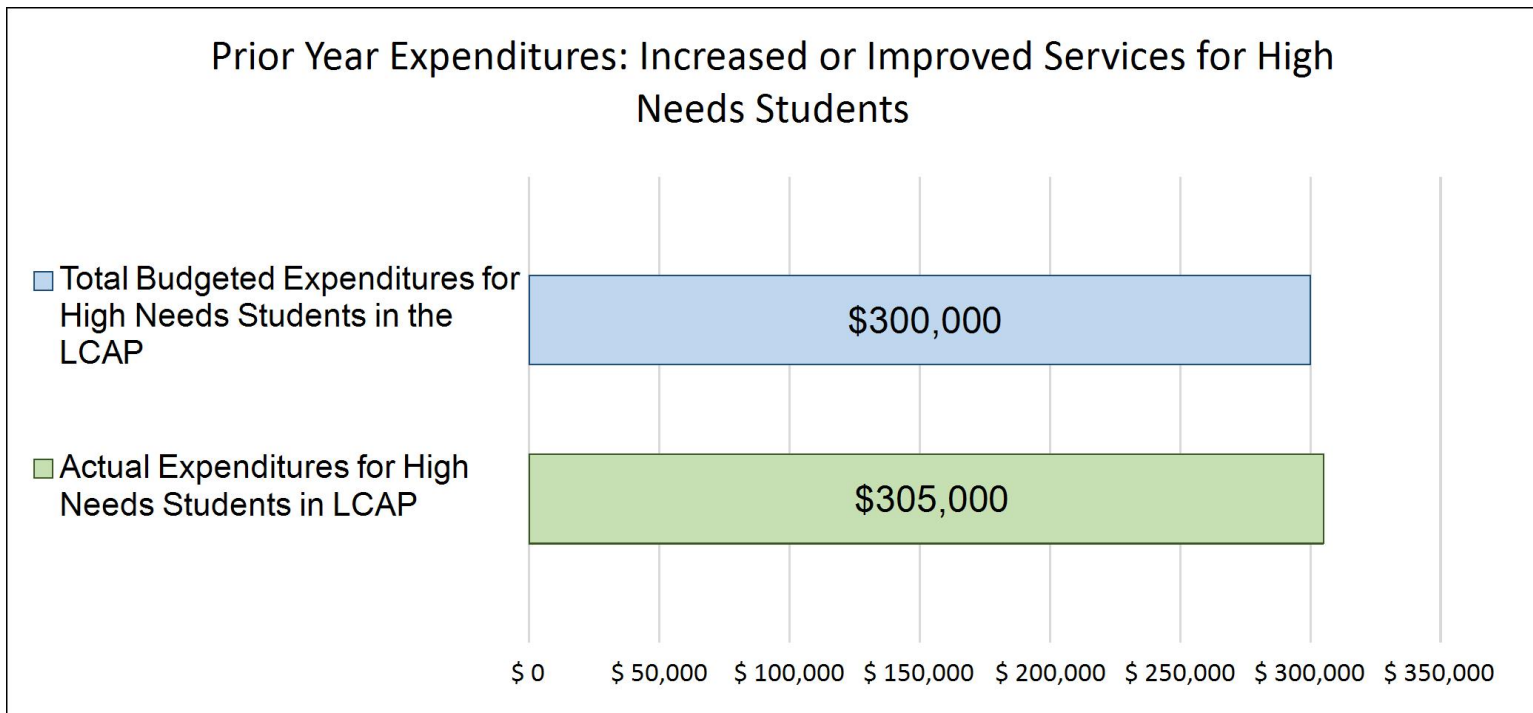
### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Contra Costa School of Performing Arts is projecting it will receive \$275828 based on the enrollment of foster youth, English learner, and low-income students. Contra Costa School of Performing Arts must describe how it intends to increase or improve services for high needs students in the LCAP. Contra Costa School of Performing Arts plans to spend \$279552 towards meeting this requirement, as described in the LCAP.



## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Contra Costa School of Performing Arts budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Contra Costa School of Performing Arts estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Contra Costa School of Performing Arts's LCAP budgeted \$300,000 for planned actions to increase or improve services for high needs students. Contra Costa School of Performing Arts actually spent \$305,000 for actions to increase or improve services for high needs students in 2021-22.



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name    | Contact Name and Title                | Email and Phone                               |
|--|---------------------------------------|---|
| Contra Costa School of Performing Arts | Robert Chalwell<br>Executive Director | robert.chalwell@cocospa.org<br>(925) 235-1130 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering

from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Contra Costa School of Performing Arts did not receive any additional funds through the Budget Act of 2021 that were not included in the 2021-22 LCAP and normally would be included in the LCAP. The school anticipated the 5% COLA increase provided through the Budget Act of 2021 and included those funds in the 2021-22 LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Contra Costa School of Performing Arts did not receive the additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Contra Costa School of Performing Arts has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as Contra Costa School of Performing Arts sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

In addition to preliminary engagements with stakeholder groups on Wednesdays at 6:30 p.m. starting in September 2020, and targeted engagements in February and March 2021, specific engagements with stakeholder groups were held as follows:

Students: Monday 4/26 8:30 a.m.

Teachers: Wednesday 4/28 8:30 a.m.

Parents/Families: Wednesday 4/28 6:30 p.m.

School Board Meeting on Monday 5/3 at 5:30 p.m.

The ESSER III Expenditure Plan was approved at an open public board meeting on October 7, 2021.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Contra Costa School of Performing Arts is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with implementation of a robust set of safety protocols and practices including required face coverings, regular health screenings, regular cleaning and disinfection, increased ventilation, and referral of ill students and staff to health care providers for COVID-19 testing. As a result of this work and evidence of our success, the school did not have any school-based transmission prior to the Winter Break and has been able to provide continuity of services to the students. One challenge has been the additional staff time required to implement the health and safety protocols.

Contra Costa School of Performing Arts did receive funds from the American Rescue Plan Act and the Elementary and Secondary School Emergency Relief, but does not plan to spend the funds until the 2022-23 school year, and as such does not have any expenditure plan or implementation progress to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Contra Costa School of Performing Arts is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students (Goal 3, Actions 1-8). Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports (Goal 4, Action 1).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year in the Restorative Justice and Equity Systems actions (Goal 2, Actions 3-4).

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021





## Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name    | Contact Name and Title       | Email and Phone                             |
|--|------------------------------|---|
| Contra Costa School of Performing Arts | Robert Chalwell<br>Principal | robert.chalwell@cocospa.org<br>925.235.1130 |



# Plan Summary [2022-23]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Contra Costa School of Performing Arts (“SPA”) is a young charter school located in Walnut Creek, CA and serving approximately 460 students in grades six through twelve in 2020-21 with 37.4% identifying as white, 32.2% as Hispanic/Latinx, 13.9% as two or more races, and 10.4% as Black/African American. Additionally, 24.8% of these students qualify for free or reduced price lunch, 3.7% are English Learners, and 14.6% qualify for special education services. The school will eventually grow to enroll 700 students. Our campus is centrally located in the county and serves a diverse population from a large geographic footprint. The mission of Contra Costa School of Performing Arts (“SPA”) is to provide a distinguished, pre-professional experience in performing arts within a college and career preparatory setting.

We believe in fostering a culture of excellence with the core values of RIGOR, RELEVANCE, RESILIENCE, & RELATIONSHIPS. Founded in a project based curriculum that leverages instructional technology and non-traditional pedagogy, students at SPA will be challenged and supported through a rigorous college and career readiness program. Learning plans will be personalized and dynamic, allowing students to accelerate when appropriate or providing for structured intervention when needed. The curricular design will require intense collaboration from all teachers in all subject matters for true arts-integrated instruction.

Students will access all content through the lens of performing arts, providing strong engagement and real-world relevance. They will also specialize in one of five performing arts conservatories, receiving pre-professional training far superior to a typical middle or high school elective program. Finally, the SPA community will develop a rich culture; one that celebrates diversity, encourages relationships with all stakeholders, and commits to a heightened sense of civic duty and citizenship. Our first three years of operation represent a true startup narrative.

Our organization and its educational partners embrace a rapid rate of evolution where change and problem-solving are everyday occurrences. This began with challenges around school facilities and has found us moving homes two times to accommodate the completion of our final campus (this summer the work will finally be complete). We also had our share of stakeholder attrition as we both established our program and educated students, parents, and staff about the differences between SPA and a more traditional model. While our growth has not been as rapid as we would have liked, we have been able to retain a core team (the founding family as we call it) that thrives in our context and wholeheartedly believes in our mission and vision. The diversity of our population has been the most interesting development to observe.

Our diversity covers the gamut - ethnic, geographic, socioeconomic, educational experience (private, public, charter, home-school), and learning differences. We are very proud of being able to provide what is clearly an important option for folks in the greater Contra Costa Community and we celebrate our diversity every chance that we get. It is also one of our greatest challenges - to build culture, to meet every student's personal needs, to address the massive continuum of ability and context, is complicated to say the least. As a specific example, a

large proportion of our student population has some kind of learning difference (IEP or 504). We are incredibly proud of our accomplishments, wiser for the journey, and ready to continue on the path to greatness.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

As there is no current dashboard data, all evidence is locally derived via summative assessments, benchmark assessments, and observational in nature:

Generally, students have exhibited a great projection of resilience -socio-emotionally and academically. 87.5% of our enrolled English Learners scored a 3 or a 4 on the 2021 Summative ELPAC. Our daily attendance rate was averaging over 95% midway through the year despite all of the challenges with regular attendance during the pandemic. Also, despite schooling in a challenging distance learning format, especially for our students with diverse learning needs, 90% of the 4-year graduating cohort either earned their high school diploma (76.7%), passed the California High School Proficiency Exam (10%), or earned the Special Education Certificate of Completion (3.3%). Also, 43.3% of graduates completed CTE Pathways in the Arts. SPA will continue to expand the CTE pathways to ensure the continued success of our students along career pathways in the Arts.

MAP Data shows that 45.3% Met Fall to Spring Growth Target, compared with only 34% meeting growth targets in 2020-21. The increase in students meeting their annual growth targets continues to show that our Partnership with TNTP has been successful.

The development of a shared vision has supported a strong foundation for important elements of school curriculum, teaching and learning specifically in reading and project based learning. The school will continue to implement policies, procedures, and actions that are contributing to the success of our artist-scholars.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As there is no current dashboard data, all evidence is locally derived via summative assessments, benchmark assessments, and observational in nature:

Understanding that many of the pre-pandemic concerns -along with others- will exist in the 2022-2023 school year, best practices in responsive instructional programming will be continued. The school will continue with the expanded response to intervention (RTI) data driven (DDI) strategies. Embedded weekly intervention and learning support blocks will be provided to all students in Learning Labs. Additionally, with the use of a school-wide license to access Edgenuity content, which affords integration with NWEA MAP, we will be able to continue to provide expanded individualization of learning for all students. With the hire of a Director of Special Education & Student Services, a TESOL credentialed ELD Teacher, and a BCLAD authorized Multi-Subject Teacher, a central goal of programming is continued

growth in our capacity to meet the diverse needs of our students with individualized learning plans (IEPs), 504-Plans, and those who are English language learners (ELD).

The increased student social emotional and mental health needs we observed this year as they returned to full in-person instruction will also continue into next year. The school will continue the prioritizing of positive and responsive school climate and culture through the building and sustaining of organizational capacity in Culturally Responsive Education (CRE), Restorative Practices, Positive Behavior Incentive Systems (PBIS), and Diversity, Equity, and Inclusion (DEI).

While the school is proud of the increased percentage of students showing growth on the MAP assessments in Reading (45.3%) and Math (41.5%), there continues to be an acute need in Reading and Math achievement. We will continue to provide standards-aligned integrated arts instruction across all content areas, student mentoring to support executive functioning, as well as a high-quality intervention program to ensure students are receiving the supports they need to be successful.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022-23 LCAP has been structurally revised to better align the goals, metrics and expected outcomes with the actions/budgeted expenditures to allow for more robust analysis of the effectiveness of our actions. While the structure of the LCAP has been modified, the SPA program has not. This LCAP submission highlights the robust approach taken by the Contra Costa School of the Performing Arts to responsively meet the diverse needs of the student, staff, and family community we serve. While K-12 education calls for specialized programmatic knowledge, the success of all programming is underpinned by clarity of vision, the training and readiness of staff, effective planning, communication, implementation, progress monitoring, and responsiveness to evidenced need of adjustments. As such, we would like to emphasize the following in SPA's 2023 LCAP:

**Goal 1:** SPA will develop and communicate a shared vision of project based, conservatory arts and personalized learning within our inclusive educational spaces. This vision will include consistent expectations and policies that span both daily practices and schoolwide expectations of rigor, relevance, and social justice. Strong communication systems, community outreach, and parent programs are the foundational components to this work. Through our continued focus on restorative justice; Diversity, Equity, and Inclusion; social justice, as well as policies and procedures to ensure a clean, safe, and healthy school campus, we will ensure all educational partners feel safe and connected with the SPA community.

**Goal 2:** SPA will formalize and invigorate the process of capturing the intake to post-graduate progression of our artist-scholars throughout academic and conservatory programming. The College/Conservatory/Career (C3) committee will continue to provide students with multiple resources to support them in the matriculation process including college visits, development of an individual digital arts portfolio for each student, and a robust Career Technical Education (CTE) program in the Arts.

Goal 3: SPA will formalize the process for collecting and analyzing student performance data to identify areas for growth and create practices to promote artist-scholar advancement in all education spaces. The school's use of high-quality curriculum and instructional materials, professional development supporting integrated projects and data-driven instruction will continue to support student's academic and artistic growth. For additional support, SPA will provide English Language Development, Special Education services, student mentoring to support executive functioning, and intervention services.

## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Contra Costa School of the Performing Arts is a single school LEA that is not eligible for comprehensive support and improvement.

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Contra Costa School of the Performing Arts is a single school LEA that is not eligible for comprehensive support and improvement.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Contra Costa School of the Performing Arts is a single school LEA that is not eligible for comprehensive support and improvement.

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Contra Costa School of Performing Arts has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as Contra Costa School of Performing Arts sought the input and feedback of its educational partner groups

Students:

Teachers:

Parents/Families:

A public hearing for the LCAP was held on May 16, 2022. The LCAP was approved during an open, public meeting by the School Board on June 16, 2022

A summary of the feedback provided by specific educational partners.

Generally, feedback included the following:

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

TBD

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 1      | SPA will develop and communicate a shared vision of project based, conservatory arts and personalized learning within our inclusive educational spaces. This vision will include consistent expectations and policies that span both daily practices and schoolwide expectations of rigor, relevance, and social justice. |

An explanation of why the LEA has developed this goal.

SPA believes that investing in the development and maintenance of a shared vision through enhanced communication systems, new family onboarding, board presence, SPA website, organization structure, shared decision making, teacher evaluations, LCAP engagement, and parent programs will support the success of our artist scholars and the school.

## Measuring and Reporting Results

| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---|---|--|----------------|----------------|---|
| Rate of teacher misassignment<br>Data Source: Local Indicators<br><br>Moved to Goal 3<br>2022-23  | 100% of teachers are properly assigned                                    | 2021-22<br>CDE teacher credentialing and assignment data delayed.                    |                |                | 100% of teachers are properly assigned<br>Data Year: 2023-24                                    |
| % of students with access to standards-aligned instructional materials for use at school and at home<br>Data Source: Local Indicators<br><br>Moved to Goal 3<br>2022-23 | 100% of students have access to standards-aligned instructional materials | 2021-22<br>100% of students have access to standards-aligned instructional materials |                |                | 100% of students have access to standards-aligned instructional materials<br>Data Year: 2023-24 |

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|--|--|----------------|----------------|---|
| Facilities in good repair<br>Data Source: Local Indicators   | 96.36 score on CDE Facilities Inspection Tool  | 2021-22<br>96.36 score on CDE Facilities Inspection Tool   |                |                | >90% score on CDE Facilities Inspection Tool<br>Data Year: 2023-24        |
| Efforts to seek parent input in decision making through parent representation on Board and Board Committees<br>Data Source: Board Meeting Minutes            | Parent representation on Board and Board Committees  | 2021-22<br>Parent representation on Board and Board Committees                                   |                |                | Parent representation on Board and Board Committees<br>Data Year: 2023-24 |
| Promotion of parent participation in programs for unduplicated pupils and special need subgroups (DEI Committee)<br>Data Source: DEI Committee Documentation | Diversity, Equity, and Inclusion (DEI) committee established but no parent representation to date. | 2021-22<br>Parallel committee as part of parent organization connects with student DEI committee |                |                | Parent representation on the DEI committee<br>Data Year: 2023-24          |
| % of parents "strongly agree" or "agree" in associated CHKS annual survey questions - Safety<br>Data Source: Parent Survey                                   | 100%   | 2021-22  |                |                | >80%<br>Data Year: 2023-24  |

| Metric  | Baseline      | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---------------|----------------|----------------|----------------|-----------------------------|
| % of students "strongly agree" or "agree" in associated CHKS annual survey questions - Safety<br>Data Source: Student Survey        | 59%           | 2021-22<br>35% |                |                | >80%<br>Data Year: 2023-24  |
| % of parents "strongly agree" or "agree" in associated CHKS annual survey questions - Connectedness<br>Data Source: Parent Survey   | 90%           | 2021-22        |                |                | >80%<br>Data Year: 2023-24  |
| % of students "strongly agree" or "agree" in associated CHKS annual survey questions - Connectedness<br>Data Source: Student Survey | 61%           | 2021-22<br>55% |                |                | >80%<br>Data Year: 2023-24  |
| Middle School Dropout Rate<br>Moved from Goal 3<br>2022-23  | 2019-20<br>0% | 2020-21<br>0%  |                |                | 0%<br>Data Year: 2022-23    |



| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|-----------------------------|
| Data Source:<br>CALPADS 8.1c<br>Report   |  |  |                |                |                             |
| High School Dropout Rate<br>Moved from Goal 3<br>2022-23<br><br>Data Source:<br>Dataquest 4-Year<br>Adjusted Cohort<br>Outcomes" | 0%<br>Data Year: 2019-20   | All: 10%<br>White: 15%<br>Data Year: 2020-21                             |                |                | 0%<br>Data Year: 2022-23    |
| Graduation Rate<br>Moved from Goal 3<br>2022-23<br><br>Data Source:<br>Dataquest 4-Year<br>Adjusted Cohort<br>Graduation Rate    | All: 90%<br>Data Year: 2019-20   | All: 76.7%<br>White: 65%<br>Data Year: 2020-21                           |                |                | >95%<br>Data Year: 2022-23  |
| Alternative High School Completion Rates<br>Added 2022-23<br><br>Data Source:<br>Dataquest 4-Year<br>Adjusted Cohort<br>Outcomes | CHSPE: 10%<br>SPED Certificate of Completion: 0%<br>Data Year: 2019-20 | CHSPE: 10%<br>SPED Certificate of Completion: 3.3%<br>Data Year: 2020-21 |                |                | 3%<br>Data Year: 2022-23    |

| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24           |
|---|--|---|----------------|----------------|---------------------------------------|
| <p>Attendance Rate<br/>Moved from Goal 5<br/>2022-23</p> <p>Data Source: P2<br/>Report</p>      | <p>96%<br/>Data Year: 2019-20</p>  | <p>98.47%<br/>Data Year: 2020-21<br/>Data Source: SIS<br/>attendance reports</p> <p>94.54%<br/>Data Year: 2021-22</p> |                |                | <p>&gt;95%<br/>Data Year: 2023-24</p> |
| <p>Chronic Absence Rate<br/>Moved from Goal 5<br/>2022-23</p> <p>Data Source:<br/>Dataquest</p> | <p>7.3%<br/>Data Year: 2018-19</p>   | <p>0% schoolwide and<br/>for all student groups<br/>Data Year: 2020-21</p>  |                |                | <p>&lt;5%<br/>Data Year: 2022-23</p>  |
| <p>Suspension Rate<br/>Moved from Goal 5<br/>2022-23</p> <p>Data Source:<br/>Dataquest</p>      | <p>1.40%<br/>Data Year: 2019-20</p>  | <p>0% schoolwide and<br/>for all student groups<br/>Data Year: 2020-21</p>  |                |                | <p>&lt;1%<br/>Data Year: 2022-23</p>  |
| <p>Expulsion Rate<br/>Moved from Goal 5<br/>2022-23</p> <p>Data Source:<br/>Dataquest</p>       | <p>0% schoolwide and<br/>for all student groups<br/>Data Year: 2019-20</p> | <p>0% schoolwide and<br/>for all student groups<br/>Data Year: 2020-21</p>  |                |                | <p>0%<br/>Data Year: 2022-23</p>      |

## Actions

| Action # | Title                                       | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1.1      | Shared Vision Development and Communication | <p>Shared Vision Development and Communication systems</p> <p>a. In order to increase transparency and provide support to families and staff, the SPA team will develop explicit and detailed communication systems and improve the accessibility and quality of our school website, especially our teacher pages and resources available to ensure that all educational partners have access to necessary information.</p> <ul style="list-style-type: none"> <li>• Weekly Family Newsletters</li> <li>• Monthly family zooms</li> </ul> <p>b. Create opportunities and systems (space, time and resources) for all staff to participate in SPA decision making to ensure shared understanding and buy-in with regard to school operations.</p> <p>c. Ensure that SPA stakeholders have regular opportunities to be involved in the LCAP process so that all voices can impact school decision making.</p> <p>d. To better gather school culture and environment data, the School Culture survey will be systematized and implemented annually.</p> <p>e. To build relationships and connections, the SPA School Board will increase their presence with staff, students, and families.</p> <p>f. SPA will continue to develop and implement a Diversity, Equity and Inclusion (DEI) committee that will begin the process of defining and codifying our approach to social justice.</p> <ul style="list-style-type: none"> <li>• Create, evaluate and implement comprehensive schoolwide systems for equity in order to ensure all our students are being seen and served.</li> <li>• Create, evaluate and implement curriculum instruction in order to ensure that a comprehensive social justice curricula is reflected as an integral part of our school’s mission.</li> </ul> | \$7,500.00  | No           |
| 1.2      | Community Outreach                          | <p>SPA will expand and develop a more robust approach to outreach in order to improve recruitment and increase enrollment; In order to improve our relationships with community organizations, SPA will increase its efforts to reach out to build community, arts and feeder school partnerships. SPA will also build a more robust new family</p>   | \$20,000.00 | No           |

| Action # | Title                           | Description  | Total Funds    | Contributing |
|----------|---------------------------------|--|----------------|--------------|
|          |                                 | onboarding program to ensure that all new students and families become integrated into the SPA community before school begins and throughout the year  |                |              |
| 1.3      | Parent Programs                 | Parent Programs: In order to expand and improve SPA’s parent education programming and outreach, SPA will continue to offer and develop programs such as Wake up Wednesday, Education Evenings, and the optimization of Family, Arts, and grade level newsletters. | \$20,000.00    | No           |
| 1.4      | Restorative Justice             | SPA will continue our Professional Development training on Restorative Justice and refine our RJ based approach to discipline and school culture in order to ensure we have an equitable and inclusive environment.  |                | No           |
| 1.5      | Enrichment Activities           | SPA will provide enrichment opportunities for students during the school year through the after school program and during the summer months as well.   | \$48,620.00    | No           |
| 1.6      | Clean, Safe, and Healthy Campus | SPA will continue to provide a clean, safe, and healthy school campus for students, staff, and community members.<br>a. Regular Cleaning<br>b. Maintenance<br>c. Health and Safety Protocols   | \$1,568,500.00 | No           |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

Contra Costa School of Performing Arts has had success in communications. The school newsletter has been implemented and is a robust communication tool for families that is comprehensive sharing of academics, operations and culture. The addition of translation has broadened its access and engagement. Some challenges to address is the access to school for families who speak languages other than English or Spanish. Additionally, staff turnover has made it difficult for families to access teachers and staff.

Goal 5 Actions Analysis: Overall, the actions designed to support achievement of the goal were implemented as planned. Attendance was a success. Students and families were eager to return to school and be in person. Although attendance was a success, there continued to be absenteeism and suspensions. The implementation of restorative justice and social justice proves that there continues to be a need for these programs, systems and culture development to address this challenge.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1: The difference in budgeted expenditures and estimated actuals for Goal 1, Action 5 was the result of less funding spent on parent programs due to the pandemic making it more difficult to provide in-person parent programs. Goal 1, Action 9's estimated actuals were less than budgeted expenditures because the school overestimated the cost of providing a school website.

Goal 5: There was no material differences between budgeted expenditures and estimated actual expenses.

An explanation of how effective the specific actions were in making progress toward the goal.

The Contra Costa School of Performing Arts' newsletters and website, LCAP engagement, new family onboarding and parent programs actions has been successful as evidenced by increased parent engagement with the DEI Committee and parent representation on the board. Additionally, survey results show XXXX.

Teacher evaluation and implementing a shared vision action has been successful as evidenced by Survey result XX. The Clean, Safe, and Healthy Campus action's effectiveness is unclear. There is evidence of success from the good facilities inspection results, but the student survey results indicate that 35% of students feel safe. More information is needed to determine if that sense of safety is affected by concerns about health during the pandemic or by general upkeep. The survey results are clear in that there are not increased fears of bullying compared to previous years.

Goal 5 Actions Effectiveness Analysis: The actions of implementing a DEI committee and focus with restorative justice practices and the continued work with Ethnic studies found success resulting in 0% chronic absenteeism, 0% suspensions and 0% expulsions. Also, the survey results are clear in that there are not increased fears of bullying compared to previous years, however there is still work to be done to increase the percent of students indicating a strong sense of school connectedness.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Original Goal 1 "SPA will increase communication and education around school policies, practices, governance and vision to ensure the success of our artist-scholars and school."

Original Goal 3 "SPA will develop a shared vision of project based, conservatory arts and personalized learning within our educational spaces. This vision will include consistent expectations and policies that span both daily practices and schoolwide expectations of rigor and relevance."

The updated Goal 1 combines the original Goal 1 with the original Goal 3 to better align actions/expenditures with expected outcomes.

As such, the metrics "Middle School Dropout Rate," "High School Dropout Rate," "Graduation Rate," were moved from Goal 3.

The metric "Alternative High School Completion Rates" was added to demonstrate the outcomes for most of the graduation cohort who did not graduate from high school in the traditional manner.

The metrics "Attendance Rate", "Chronic Absence Rate", "Suspension Rate", and "Expulsion rate" were moved from Goal 5 to better align actions/expenditures with metrics/expected outcomes.

The metrics "Rate of teacher misassignment" and " % of students with access to standards-aligned instructional materials for use at school and at home" was moved to the new Goal 3 to better align actions with the metrics/expected outcomes.

Action 1 was modified to include both the development and communication of the school's shared vision folding Actions 1,2, 4, 7,8, 9, and 10 into one action that captures the appropriate expenditures. Action 1 Shared Vision Development and Communication has also been modified to include Goal 4, Action 3 Stakeholder Surveys and Goal 5 Action 1 DEI, Action 4 Equity Systems, Action 5 Social Justice curriculum to better align actions/expenditures with metrics/expected outcomes.

Action 2 is a modification of the original Goal 1 Action 1 that also includes Actions 2 and 3 from Goal 2 to better align actions/expenditures with metrics/expected outcomes.

Action 3 Parent Programs is the same action as was previously described in Goal 1, Action 5.

Action 4 Restorative Justice is the same action as was previously described in Goal 5, Action 3.

Action 5 Enrichment Activities is a new action added to demonstrate how the funds for Extended Learning Opportunities funding is being utilized at SPA.

Action 6 Clean, Safe, and Healthy Campus is a new action added to demonstrate the work the school is doing to implement health and safety protocols and maintain a clean, safe campus aligned with our Facilities rating metric.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 2      | SPA will formalize and invigorate the process of capturing the intake to post-graduate progression of our artist-scholars throughout academic and conservatory programming. |

An explanation of why the LEA has developed this goal.

SPA developed the LCAP goals primarily during the accreditation self-study process with broad and robust stakeholder engagement and alignment with the charter petition. The goals were revisited prior to the completion of this LCAP with stakeholders and informed by the annual update of the 2021 LCAP.

## Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|---|--|----------------|----------------|---|
| Share of pupils that are college and career ready<br>Data Source: CA School Dashboard College/Career Measures Report   | 61.1% on the College/Career California School Dashboard Indicator | 2019-20: 53.3% on the College/Career California School Dashboard Indicator |                |                | 85% on the College/Career California School Dashboard Indicator<br>Data Year: 2022-23 |
| % Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable | 100% of students enrolled in appropriate broad course of study    | 2021-22<br>100% of students enrolled in appropriate broad course of study  |                |                | 100% of students enrolled in appropriate broad course of study<br>Data Year: 2022-23  |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---|---|---|----------------|----------------|---|
| Data Source: Local Indicators   |   |   |                |                |   |
| Pupil outcomes in the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Education Code Section 51220, as applicable<br>Data Source: NWEA MAP Student Growth Summary Report - Aggregate by School | 41% students met growth projections in NWEA MAP ELA;<br>34% of students met growth projections in NWEA MAP math | 2021-22<br>45.3% Met Fall to Spring Growth Target           |                |                | >75% of students meet MAP growth projections in both ELA and math<br>Data Year: 2021-22 |
| % of students college ready as indicated on the EAP using CAASPP ELA<br>Data Source: CAASP Score Reporting<br><br>Moved from Goal 4 2022-23   | 2018-19<br>35%<br><br>2019-20<br>CAASPP testing suspended by the CDE due to the pandemic                        | 2020-21<br>Students did not take CAASPP due to the pandemic |                |                | TBD based on 2021-22 Data<br>Data Year: 2022-23   |
| % of students college ready as indicated on the EAP using CAASPP Math<br>Data Source: CAASP Score Reporting   | 2018-19<br>0%<br><br>2019-20<br>CAASPP testing suspended by the   | 2020-21<br>Students did not take CAASPP due to the pandemic |                |                | TBD based on 2021-22 Data<br>Data Year: 2022-23   |



| Metric  | Baseline                        | Year 1 Outcome                     | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---------------------------------|------------------------------------|----------------|----------------|-----------------------------|
| Moved from Goal 4 2022-23   | CDE due to the pandemic         |                                    |                |                |                             |
| CTE pathway completion rate<br>Data Source: CA School Dashboard College/Career Measures Only Report<br>Added in 2022-23 | 0%<br>Data Year: 2020 Graduates | 43.3%<br>Data Year: 2021 Graduates |                |                | 55%<br>Data Year: 2022-23   |
| A-G Course Completion Rate<br>Data Source: Dataquest<br>Added in 2022-23  | 60%<br>Data Year: 2019-20       | 60%<br>Data Year: 2020-21          |                |                | 75%<br>Data Year: 2022-23   |
| AP Pass Rate<br>Data Source: College Board<br>Moved from Goal 4 2022-23   | 50%                             | TBD                                |                |                | 54%<br>Data Year: 2022-23   |

## Actions

| Action # | Title        | Description  | Total Funds  | Contributing |
|----------|--------------|--|--------------|--------------|
| 2.1      | C3 Committee | SPA will develop a College/Conservatory/Career (C3) committee in order to provide students with multiple resources to support them in the matriculation process. | \$141,000.00 | No           |

| Action # | Title                  | Description   | Total Funds | Contributing |
|----------|------------------------|---|-------------|--------------|
| 2.2      | Digital Arts Portfolio | In order to provide students with college and career resources, and a place to curate their art, SPA will develop and introduce a digital arts portfolio in all arts majors.  | \$0.00      | No           |
| 2.3      | College Networking     | In order to increase student access to college and career opportunities, SPA will increase our participation in College Fairs and arrange a more expansive list of College Rep Visits.  | \$66,500.00 | Yes          |
| 2.4      | CTE Arts               | CTE: The Arts program will continue to build SPA's Internship opportunities and will develop a more cohesive approach to career training in the arts. All Arts Directors (TOSA)SPA will continue to develop a robust Career Technical Education program with the goal to make each arts major its own fully approved CTE pathway. | \$50,000.00 | No           |
| 2.5      | Alumni Tracking        | In order to better reflect on how our programs serve our students and community, SPA will create an Alumni tracking system.   | \$2,000.00  | No           |
| 2.6      |                        | .   |             |              |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned, except the school did not pay for a digital arts portfolio platform, and is instead investigating free options.

Contra Costa School of Performing Arts were still able to provide students with the CTE program and students were able to attend virtual college visits.

The CTE program was also a challenge due to the pandemic. Physical college visits, outreach and live partnerships decreased or unavailable. Additionally, the work with Alumni tracking continued with outreach to the alumni. However, the return rate and engagement was low.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The difference between budgeted expenditures and estimated actuals explanations are as follows:  
Goal 2, Action 2 Enrollment Outreach was decreased due to fewer marketing opportunities during the pandemic.  
Goal 2, Action 3 Community Outreach was higher due to increased salary for the staff member responsible for this work.  
Goal 2, Action 4 Arts Portfolios was not implemented as the school explores free options.  
Goal 2, Action 8 was not implemented because we did not have any teachers engaged in the CTE credential work this year.

An explanation of how effective the specific actions were in making progress toward the goal.

The combination of outreach for enrollment and community, networking with colleges combined with specific programs such as career tech education and an art portfolio system has had successful results. 45.3% of students met their MAP goal targets with 100% of students enrolled in a broad course of study. With the addition of field trips (virtual) and college representatives, we look forward to more than half of our students being college and career ready with the school year 19-20 showing 53.3% indicated on the California School Dashboard.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The percent of students college ready as indicated on the EAP using CAASPP ELA, % of students college ready as indicated on the EAP using CAASPP Math, A-G Course Completion Rate, and AP Pass Rate were added as metrics to ensure compliance with CDE required LCAP metrics guidance.  
CTE Pathway completion rate and A-G completion rate were added as metrics to demonstrate the college and career readiness pathway progress of our students in the Arts and academics.

Actions 2 Enrollment Outreach and 3 Community Outreach were condensed to become part of Goal 1, Action 2 Community Outreach to better align the actions/expenditures with the metrics and expected outcomes.

Actions 6 CTE and 8 Career Technical Education (CTE) were condensed into the new action 4 CTE Arts to reduce redundancy.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 3      | SPA will formalize the process for collecting and analyzing student performance data to identify areas for growth and create practices to promote artist-scholar advancement in all education spaces. |

An explanation of why the LEA has developed this goal.

SPA developed the LCAP goals primarily during the accreditation self-study process with broad and robust stakeholder engagement and alignment with the charter petition. The goals were revisited prior to the completion of this LCAP with stakeholders and informed by the annual update of the 2021LCAP.

## Measuring and Reporting Results

| Metric  | Baseline                      | Year 1 Outcome                    | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24              |
|---|-------------------------------|-----------------------------------|----------------|----------------|--|
| Middle school dropout rate<br>Data Source: Data Source: CALPADS 8.1c Report<br><br>Moved to Goal 1 2022-23        | 0% MS dropout rate 2019-20    | 0% MS dropout rate 2020-21        |                |                | 0% MS dropout rate<br>Data Year: 2022-23 |
| High school dropout rate<br>Data Source: DataQuest 4-Year Adjusted Cohort Outcomes<br><br>Moved to Goal 1 2022-23 | 2019-20<br>0% HS dropout rate | 2020-21<br>All: 10%<br>White: 15% |                |                | 0% HS dropout rate<br>Data Year: 2022-23 |

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|--|----------------|----------------|--|
| <p>High School graduation rate<br/>Data Source: DataQuest 4-Year Adjusted Cohort Graduation Rate</p> <p>Moved to Goal 1<br/>2022-23</p>   | <p>2019-20<br/>90% graduation rate</p>   | <p>2020-21<br/>All: 76.7%<br/>White: 65%</p>   |                |                | <p>&gt;95% graduation rate<br/>Data Year: 2022-23</p>  |
| <p>% Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners<br/>Data Source: Local</p> <p>Moved from Goal 4<br/>2022-23</p> | <p>2020-21<br/>100%</p>  | <p>2021-22<br/>100%</p>  |                |                | <p>100%<br/>Data Year 2023-24</p>  |
| <p>% of students with access to standards-aligned instructional materials for use at home and at school.<br/>Data Source: Local</p> <p>Moved from Goal 1<br/>2022-23</p>                                | <p>2020-21<br/>100% of students have access to standards-aligned instructional materials</p> | <p>2021-22<br/>100% of students have access to standards-aligned instructional materials</p> |                |                | <p>100% of students have access to standards-aligned instructional materials<br/>Data Year 2023-24</p> |

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|--|----------------|----------------|--|
| <p>% of teachers properly credentialed and # of teachers misassigned<br/>Data Source: SARC</p> <p>Moved from Goal 1<br/>2022-23</p>                       | 100% properly assigned   | 2021-22<br>Teacher credentialing data release delayed by the CDE |                |                | 100% of teachers properly credentialed and 0 teachers misassigned<br>Data Year 2023-24 |
| <p>CAASPP Distance from Standard in English Language Arts for all students and all numerically significant subgroups</p> <p>Data Source: CA Dashboard</p> | <p>2018-19<br/>All Students: -11.2 points from standard<br/>Students with Disabilities: -92.3 points from standard<br/>Hispanic: -26.1 points from standard<br/>SED: -23.2 points from standard<br/>White: 8.1 points from standard</p>    | 2020-21<br>CAASPP not administered in 2021                       |                |                | TBD based on 2022 Data<br>Data Year: 2022-23   |
| <p>CAASPP Distance from Standard in Mathematics for all students and all numerically significant subgroups</p> <p>Data Source: CA Dashboard</p>           | <p>2018-19<br/>All Students: -134.6 points from standard<br/>Students with Disabilities: -92.3 points from standard<br/>Hispanic: -84.8 points from standard<br/>SED: -80.6 points from standard<br/>White: -31.8 points from standard</p> | 2020-21<br>CAASPP not administered in 2021                       |                |                | TBD based on 2022 Data<br>Data Year: 2022-23   |

| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                                       |
|---|--|---|----------------|----------------|---|
| NWEA MAP % of students meeting growth projections in Reading<br>Data Source: NWEA MAP Student Growth Summary Report - Aggregate by School | 41% students met growth projections in NWEA MAP ELA  | 2021-22<br>45.3% Met Fall to Spring Growth Target   |                |                | >75% of students meet MAP growth projections<br>Data Year 2023-24 |
| NWEA MAP % of students meeting growth projections in Math<br>Data Source: NWEA MAP Student Growth Summary Report - Aggregate by School    | 34% of students met growth projections in NWEA MAP math  | 2021-22<br>41.5% Met Fall to Spring Growth Target   |                |                | >75% of students meet MAP growth projections<br>Data Year 2023-24 |
| EL Reclassification rate<br>Data Source: Dataquest  | 2019-20<br>0%  | 2020-21<br>0%   |                |                | 10%<br>Data Year: 2022-23   |
| English Learner Progress Indicator<br>Data Source: CA Dashboard<br><br>Added in 2022-23   | 2019-20<br>No English Learner Progress reported due to small number of enrolled English Learners | 2020-21<br>No English Learner Progress reported due to pandemic<br><br>ELPAC Summative Level 3 & 4: 87.5%<br>Data Year: 2020-21 |                |                | 55%<br>Data Year: 2022-23   |



| Metric | Baseline | Year 1 Outcome                               | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|--|----------------|----------------|-----------------------------|
|        |          | Data Source:<br>DataQuest ELPAC<br>Summative |                |                |                             |

## Actions

| Action # | Title                                    | Description   | Total Funds    | Contributing |
|----------|--|---|----------------|--------------|
| 3.1      | Curriculum and Instructional Materials   | SPA will create vertical and horizontal curriculum maps to ensure the school offers an aligned and appropriate scope and sequence. <ul style="list-style-type: none"> <li>• Summit Learning Platform</li> <li>• Online Learning Resources</li> <li>• Technology</li> <li>• Print curriculum resources</li> <li>• instructional materials</li> </ul>   | \$142,000.00   | No           |
| 3.2      | Professional Development                 | Professional Development SPA will implement regular professional learning communities for data discussions to inform interventions and instruction. In order to build on Project Based Learning, Arts Integrated Projects, and support each other in general, we will investigate ways and create systems to incorporate collaboration time between the Arts and Academic teachers throughout the year. | \$75,500.00    | No           |
| 3.3      | Data Driven Instruction                  | SPA will build our practice in interpreting and using data from MAP, CAASPP, and other external and internal assessment systems to inform our instructional choices.  | \$5,600.00     | Yes          |
| 3.4      | Interdisciplinary Project-Based Learning | In order to better integrate our arts and academic programs, we will create one arts integrated project per grade level.  | \$1,287,000.00 | No           |

| Action # | Title                      | Description  | Total Funds  | Contributing |
|----------|----------------------------|--|--------------|--------------|
| 3.5      | Student Support Structures | SPA will regularly evaluate the engagement and performance of unduplicated students and other subgroups in order to design and implement efficient and effective support systems in order to ensure all students are successful.   | \$424,500.00 | Yes          |
| 3.6      | ELD                        | SPA will provide English Language Development for all English Learners <ul style="list-style-type: none"> <li>• Designated ELD Instructor</li> <li>• PD will include EL strategies twice a year overlaps with PD for Students with IEPs and Culturally relevant instruction (overlapping can occur once a month)</li> <li>• Instructional Aides to provide support during Integrated ELD</li> </ul>  | \$74,366.00  | Yes          |
| 3.7      | Special Education          | SPA will provide cohesive special education services to all students who qualify for services. <ul style="list-style-type: none"> <li>• Inclusion model/ push in</li> <li>• 4 Teachers</li> <li>• 3 Instructional Assistants</li> <li>• Speech, OT, PT</li> </ul>  | \$100,000.00 | No           |
| 3.8      | Executive Functioning      | The Executive Functioning Team will continue to build on this year's initiatives in order to improve our approach in helping students develop study habits. In order to improve the executive functioning skills and practices of our students, we will continue to develop robust intervention programs and differentiated scaffolding. <ul style="list-style-type: none"> <li>• Tier 1 in Advisory</li> <li>• Tier 2 during the day students as part of services IEP's and Office Hours</li> <li>• After School Support</li> </ul> | \$67,000.00  | No           |

| Action # | Title             | Description   | Total Funds | Contributing |
|----------|-------------------|---|-------------|--------------|
| 3.9      | Student Mentoring | In order to better support our students in becoming self-directed learners, SPA will update and define its approach to mentoring.   |             | No           |
| 3.10     | Intervention      | Intervention programs overseen by the Director of Curriculum and Instruction include the following <ul style="list-style-type: none"> <li>• Tier I : Executive Functioning concrete and scalable skills for student success</li> <li>• Tier II: academic areas of growth reading or math or Arts (small group or individual tutoring, peer tutoring)</li> <li>• Edgenuity built-in tutoring using NWEA MAP data to prescribe courses for students (first year so not required to complete these courses)- Acceleration more than remediation</li> </ul> | \$80,500.00 | Yes          |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned or are still in progress. However, the plan for Integrated Projects did not materialize as anticipated.

Contra Costa School of Performing Arts found success in maintaining the integrity of our vision even with the high staff turnover rate. There was a high level of teacher and staff commitment to powerful teaching and learning. The work on Curriculum Maps was a challenge due to staffing implications. Science in particular is progressing slowly. Additionally, some actions are still in progress and were slowed down to better support the students and staff. Flexibility was important to incorporate to some plans in order to increase engagement. The plan for implementing Executive Functioning found a need to adjust the schedule. The Middle School reading program is undergoing further review to ensure it is robust to meet the increasing needs resulting from the pandemic.

Goal 4 Analysis: Overall, the actions designed to support achievement of the goal were implemented as planned. However, the plan for PLCs did not materialize as anticipated. Contra Costa School for the Performing Arts found that the implementation of PLPs is providing a lot of information that is guiding our work resulting in student success. The partnership with Edgenuity has proved to be a successful means for

independent study. The school is a safe and supportive environment with strong systems to keep all stakeholders informed, healthy and safe. One challenge is analyzing the Arts progress to inform changes and improvements. Contra Costa School for the Performing Arts needs to work with the arts team to determine data points in order to collect and analyze the data. The PLCs did not materialize as planned due to the need to adjust the program because of Covid. Additionally, the high turnover of staff slowed the implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The budgeted expenditures for Goal 3, Action 4 Student Mentoring were higher than the estimated actuals due to the difficulties in staffing this year.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions implemented supported a low dropout rate and a high graduation rate even during the pandemic. Fully implemented actions of teacher collaboration and adjusted scheduling and curriculum mapping found success. We will continue with the other action items of Executive Functioning skill development, mentoring and additional curriculum mapping to support the decrease of the drop out rate of 10% and increase the graduation rate of 76.7%.

Goal 4 Actions Analysis: The implementation of Data Driven Instruction and Effective Functioning skill development informed by the stakeholder surveys found success with academic content and performance standards adopted by the state board for all pupils, including English learners, 78.3% of our students completing all A-G requirements and 43.3% of our students completing the CTE Pathways. We do not yet have the data from state testing to analyze the effectiveness but will keep all actions to determine the success of academic proficiency and English Learner growth.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Original Goal 3 "SPA will develop a shared vision of project based, conservatory arts and personalized learning within our educational spaces. This vision will include consistent expectations and policies that span both daily practices and schoolwide expectations of rigor and relevance." was combined with the original goal 1 to create a new Goal 1 that better aligns our actions/expenditures with metrics and desired outcomes.

Middle school dropout rate, High School Dropout rate, and High School Graduation rate were moved to Goal 1 to better align the actions/expenditures with the metrics and expected outcomes. The metric Pupil outcomes in the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Education Code Section 51220, as applicable" was moved from Goal 2 and modified into 4 separate metrics with the names of the assessments and measurement methods noted.

Action 1 Time Allocation was removed because there is no funding attached and no way to assess the effectiveness of this action.

Actions 6 Curriculum Maps and 8 Curriculum Scope were condensed into Action 2 Curriculum and Instructional Materials and expanded to include all curricular and technological instructional materials.

Action 7 Teacher Collaboration and the original Goal 4 , Action 2 PLC's were condensed into Action 2 Professional Development.

The original Goal 4, Action 1 Data Driven instruction is now Action3 Data Driven Instruction.

The original Goal 4, Action 4 Executive Functioning has been combined with Action 8 Executive Functioning.

Action 5 Integrated Projects became Action 4 Interdisciplinary Project-Based Learning.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

|   |  |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$275,828   | 0  |

### Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 6.52%   | 0%                          | \$0.00                  | 6.52%   |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

### Academic Growth and Achievement Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students had ELA performance in the Yellow level and math performance in the Orange level. Our students, many of whom may be the first in their family to attend college, need college counseling that actively engages and supports them in navigating the process of preparing for college and career. The college networking action provides additional staffing to monitor progress toward graduation, develop plans for intervention and credit recovery where needed, communicate with parents and students about student progress, and to help students navigate college selection and applications aligned to their career interests. O25952/4230478

ur students have a need for a robust structure of student support to help them achieve their academic goals,

Our low-income students frequently enter 6th grade performing several grades below grade level. The data driven instruction action provides assessment resources to precisely define the academic areas in need of intervention supports. This data allows teachers and classroom aides under the direction of the teacher to provide individualized instruction to meet the needs of students.

The additional student support structures small group instruction and individualized tutoring all coordinate to help our students learn on grade level while simultaneously filling in gaps in prior learning. Unduplicated students benefit by having multiple additional options for getting support to reach their academic goals.

**Actions:**

College Networking

Data Driven Instruction

Student Support Structures

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The school is increasing services on a Limited basis for English Learners through Goal 3, Action 6 English Language Development (\$25,952) = 0.61%

Needs: The number of English Learners enrolled at SPA has more than doubled from 17 English Learners in 2020-21 to 38 English Learners in 2021-22. We recognize that these students have unique needs. On the 2021 ELPAC, 87.5% of students scored at a Level 3 or 4, indicating that many English Learners are in need of just a bit more support in ELD in order to be ready to be reclassified as Fluent English Proficient. Our reclassification rate was 0% for 2019-20 and 2020-21. We plan to provide a comprehensive English Language Development program through actions that support English Learners to access the instructional model to attain content proficiency and accelerate language acquisition and will measure our progress using the metrics outlined below. In order to meet these objectives, our students need a comprehensive program of Integrated and Designated ELD that provides support in developing English Language through meaningful conversation and context, explicit instruction in targeted skills, vocabulary development through authentic and meaningful experiences, instruction on and use of meaning making strategies. Our English learners will benefit from this action by having additional staff time devoted to monitoring their progress and providing ELD instruction.

The school is increasing services on a LEA-wide basis for Socioeconomically Disadvantaged students through the following actions (the school does not currently have a foster youth population, but is ready to provide services if enrollment increases):

College Networking (\$66,500) =1.57%

Data Driven Instruction (\$5,600) = 0.13%

Student Support Structures (\$101,000) =2.39%

Intervention (\$80,500) =1.9%

for a total increase of 5.99% in LEA-wide contributing actions.

SPA is increasing services 6.6% through the Limited and LEA-wide actions.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

SPA is a single school LEA with an unduplicated student population of less than 55%

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students            | SPA 1:49   | N/A   |
| Staff-to-student ratio of certificated staff providing direct services to students          | SPA -1:15  | N/A   |



## 2022-23 Total Expenditures Table

| Totals | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$3,510,052.00 | \$312,620.00      |             | \$357,914.00  | \$4,180,586.00 | \$2,419,986.00  | \$1,760,600.00      |

| Goal | Action # | Action Title                                | Student Group(s)                               | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|------|----------|---|--|----------------|-------------------|-------------|---------------|----------------|
| 1    | 1.1      | Shared Vision Development and Communication | All  | \$7,500.00     |                   |             |               | \$7,500.00     |
| 1    | 1.2      | Community Outreach                          | All  | \$20,000.00    |                   |             |               | \$20,000.00    |
| 1    | 1.3      | Parent Programs                             | All  | \$20,000.00    |                   |             |               | \$20,000.00    |
| 1    | 1.4      | Restorative Justice                         | All  |                |                   |             |               |                |
| 1    | 1.5      | Enrichment Activities                       | All  |                | \$48,620.00       |             |               | \$48,620.00    |
| 1    | 1.6      | Clean, Safe, and Healthy Campus             | All  | \$1,568,500.00 |                   |             |               | \$1,568,500.00 |
| 2    | 2.1      | C3 Committee                                | All  | \$90,500.00    | \$37,500.00       |             | \$13,000.00   | \$141,000.00   |
| 2    | 2.2      | Digital Arts Portfolio                      | All  |                |                   |             |               | \$0.00         |
| 2    | 2.3      | College Networking                          | English Learners<br>Foster Youth<br>Low Income | \$66,500.00    |                   |             |               | \$66,500.00    |
| 2    | 2.4      | CTE Arts                                    | All  | \$50,000.00    |                   |             |               | \$50,000.00    |
| 2    | 2.5      | Alumni Tracking                             | All  | \$2,000.00     |                   |             |               | \$2,000.00     |
| 3    | 3.1      | Curriculum and Instructional Materials      | All  | \$119,500.00   |                   |             | \$22,500.00   | \$142,000.00   |
| 3    | 3.2      | Professional Development                    | All  | \$65,500.00    |                   |             | \$10,000.00   | \$75,500.00    |
| 3    | 3.3      | Data Driven Instruction                     | English Learners<br>Foster Youth<br>Low Income | \$5,600.00     |                   |             |               | \$5,600.00     |
| 3    | 3.4      | Interdisciplinary Project-Based Learning    | All  | \$1,287,000.00 |                   |             |               | \$1,287,000.00 |

| Goal | Action # | Action Title               | Student Group(s)                               | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|----------------------------|--|--------------|-------------------|-------------|---------------|--------------|
| 3    | 3.5      | Student Support Structures | English Learners<br>Foster Youth<br>Low Income | \$101,000.00 | \$59,500.00       |             | \$264,000.00  | \$424,500.00 |
| 3    | 3.6      | ELD                        | English Learners                               | \$25,952.00  |                   |             | \$48,414.00   | \$74,366.00  |
| 3    | 3.7      | Special Education          | Students with Disabilities                     |              | \$100,000.00      |             |               | \$100,000.00 |
| 3    | 3.8      | Executive Functioning      | All  |              | \$67,000.00       |             |               | \$67,000.00  |
| 3    | 3.9      | Student Mentoring          | All  |              |                   |             |               |              |
| 3    | 3.10     | Intervention               | English Learners<br>Foster Youth<br>Low Income | \$80,500.00  |                   |             |               | \$80,500.00  |

## 2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds         |              |
|------------------------------|--|---|--|---|---|--|--|----------------|--------------------------|--------------|
| \$4,230,478                  | \$275,828  | 6.52%   | 0%   | 6.52%   | \$279,552.00  | 0.00%  | 6.61%  | <b>Total:</b>  | \$279,552.00             |              |
|                              |  |   |  |   |   |  |  |                | <b>LEA-wide Total:</b>   | \$253,600.00 |
|                              |  |   |  |   |   |  |  |                | <b>Limited Total:</b>    | \$25,952.00  |
|                              |  |   |  |   |   |  |  |                | <b>Schoolwide Total:</b> | \$0.00       |

| Goal | Action # | Action Title               | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|----------------------------|---|--|--|-------------|--|---|
| 2    | 2.3      | College Networking         | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$66,500.00  |   |
| 3    | 3.3      | Data Driven Instruction    | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$5,600.00   |   |
| 3    | 3.5      | Student Support Structures | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$101,000.00   |   |
| 3    | 3.6      | ELD                        | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | \$25,952.00  |   |
| 3    | 3.10     | Intervention               | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$80,500.00  |   |

## 2021-22 Annual Update Table

| Totals        | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| <b>Totals</b> | \$1,065,856.00                                       | \$985,426.00                               |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|----------------------------|--|--|---|
| 1                  | 1.1                  | Shared Vision              | No   | \$30,000.00                                    | \$30,000  |
| 1                  | 1.2                  | Communication Systems      | No   | \$26,856.00                                    | \$26,000  |
| 1                  | 1.3                  | New Family Onboarding      | No   | \$15,000.00                                    | \$15,000  |
| 1                  | 1.4                  | Organizational Structure   | No   |  |   |
| 1                  | 1.5                  | Parent Programs            | No   | \$10,000.00                                    | \$10,000  |
| 1                  | 1.6                  | Teacher Evaluations        | No   | \$45,000.00                                    | \$45,000  |
| 1                  | 1.7                  | Shared Decision Making     | No   | \$15,000.00                                    | \$15,000  |
| 1                  | 1.8                  | LCAP Engagement            | No   |  |   |
| 1                  | 1.9                  | SPA Website                | No   | \$3,000.00                                     | \$2,400   |
| 1                  | 1.10                 | Board Presence             | No   |  |   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title       | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|----------------------------------|--|--|---|
|                    |                      |                                  |  |  |   |
| 2                  | 2.1                  | C3 Committee                     | No   | \$13,000.00                                    | \$12,849  |
| 2                  | 2.2                  | Enrollment Outreach              | No   | \$50,000.00                                    | \$41,480  |
| 2                  | 2.3                  | Community Outreach               | No   | \$20,000.00                                    | \$25,697  |
| 2                  | 2.4                  | Arts Portfolios                  | No   | \$5,000.00                                     | 0   |
| 2                  | 2.5                  | College Networking               | No   | \$20,000.00                                    | \$20,000  |
| 2                  | 2.6                  | CTE                              | No   | \$50,000.00                                    | \$50,000  |
| 2                  | 2.7                  | Alumni Tracking                  | No   | \$2,000.00                                     | \$2,000   |
| 2                  | 2.8                  | Career Technical Education (CTE) | No   | \$10,000.00                                    | 0   |
| 3                  | 3.1                  | Time Allocation                  | No   | \$20,000.00                                    | \$20,000  |
| 3                  | 3.2                  | Academic Urgency                 | No   | \$10,000.00                                    | \$10,000  |
| 3                  | 3.3                  | Executive Functioning            | Yes  | \$140,000.00                                   | \$140,000   |
| 3                  | 3.4                  | Student Mentoring                | No   | \$270,000.00                                   | \$200,000   |
| 3                  | 3.5                  | Integrated Projects              | No   | \$30,000.00                                    | \$30,000  |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|----------------------------|--|--|---|
|                    |                      |                            |  |  |   |
| 3                  | 3.6                  | Curriculum Maps            | No   | \$10,000.00                                    | 15,000  |
| 3                  | 3.7                  | Teacher Collaboration      | No   |  |   |
| 3                  | 3.8                  | Curriculum Scope           | No   | \$50,000.00                                    | \$50,000  |
| 3                  | 3.9                  | Student Subgroups          | Yes  | \$40,000.00                                    | \$40,000  |
| 4                  | 4.1                  | Data Driven Instruction    | No   | \$20,000.00                                    | \$20,000  |
| 4                  | 4.2                  | PLCs                       | Yes  | \$50,000.00                                    | 50,000  |
| 4                  | 4.3                  | Stakeholder Surveys        | No   | \$1,000.00                                     |   |
| 4                  | 4.4                  | Executive Functioning      | Yes  | \$30,000.00                                    | \$30,000  |
| 5                  | 5.1                  | DEI                        | No   | \$10,000.00                                    | \$10,000  |
| 5                  | 5.2                  | Social Justice Vision      | No   | \$10,000.00                                    | \$10,000  |
| 5                  | 5.3                  | Restorative Justice        | No   | \$10,000.00                                    | \$10,000  |
| 5                  | 5.4                  | Equity Systems             | Yes  | \$40,000.00                                    | \$45,000  |
| 5                  | 5.5                  | Social Justice Curriculum  | No   | \$10,000.00                                    | \$10,000  |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|----------------------------|--|--|---|
|                    |                      |                            |  |  |   |

### 2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 229,969  | \$300,000.00  | \$305,000.00  | (\$5,000.00)   | 0.00%  | 0.00%  | 0.00%  |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|----------------------------|---|--|---|---|---|
| 3                  | 3.3                  | Executive Functioning      | Yes   | \$140,000.00   | \$140,000   |   |   |
| 3                  | 3.9                  | Student Subgroups          | Yes   | \$40,000.00  | \$40,000  |   |   |
| 4                  | 4.2                  | PLCs                       | Yes   | \$50,000.00  | \$50,000  |   |   |
| 4                  | 4.4                  | Executive Functioning      | Yes   | \$30,000.00  | \$30,000.00   |   |   |
| 5                  | 5.4                  | Equity Systems             | Yes   | \$40,000.00  | \$45,000.00   |   |   |



**2021-22 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
|   | 229,969   | 0%   | 0.00%   | \$305,000.00   | 0.00%   | 0.00%  | \$0.00   | 0.00%   |

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.



**Focus Goal(s)**

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

**Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated



Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for Year 3 (2023–24)   |
|---|---|---|---|---|--|
| Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

**Unduplicated Percentage > 55 percent:** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55 percent:** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:



School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)



- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

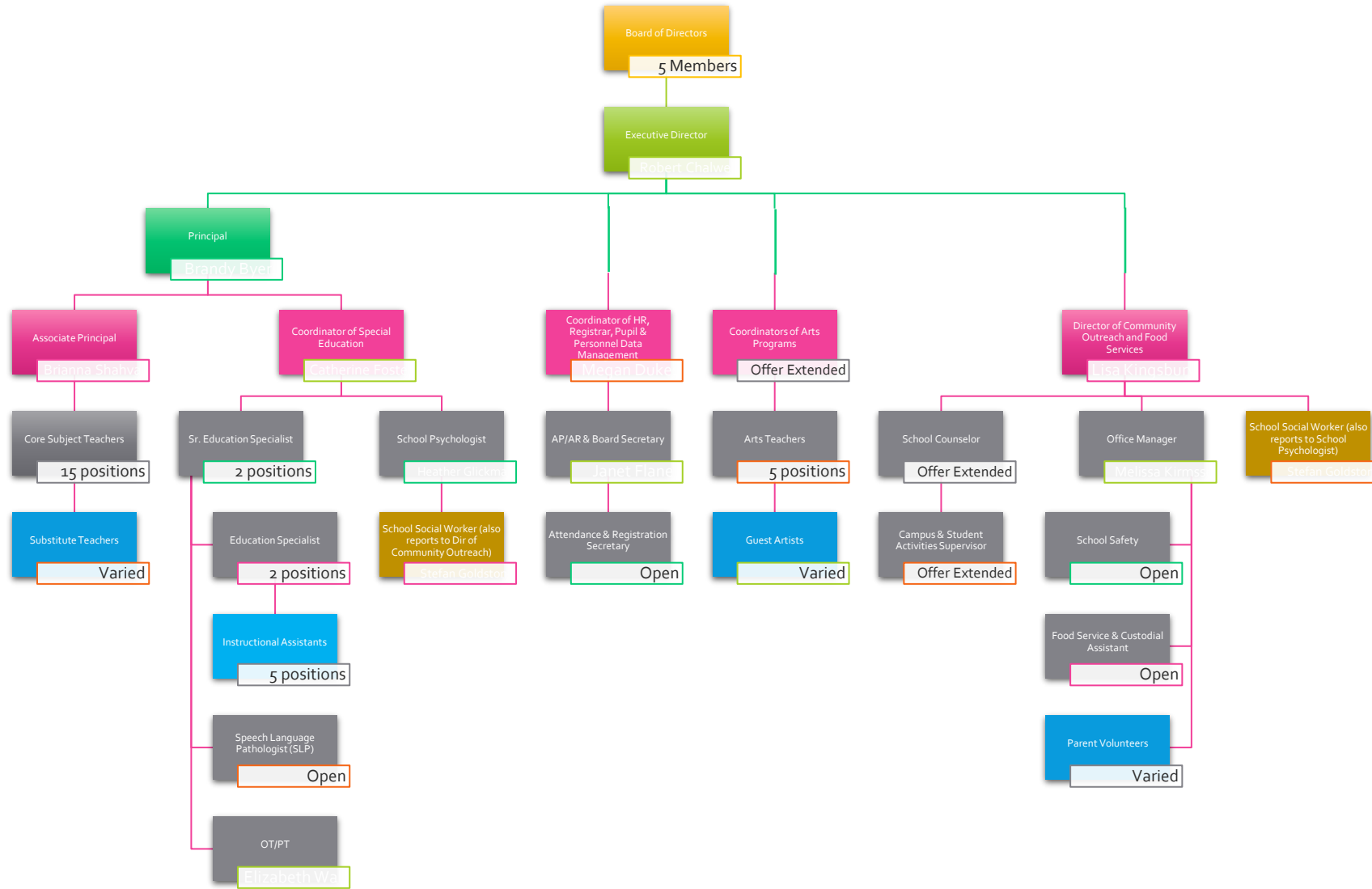
# Cover Sheet

## 2022-2023 SPA Reorganization Plan Chart

|                          |  |
|--------------------------|--|
| <b>Section:</b>          | V. ACTION ITEMS                            |
| <b>Item:</b>             | D. 2022-2023 SPA Reorganization Plan Chart |
| <b>Purpose:</b>          | Vote                                       |
| <b>Submitted by:</b>     |  |
| <b>Related Material:</b> | SPA Updated 050922 PDF.pdf                 |



# CHPS Organizational Structure



CONFIDENTIAL

# Cover Sheet

## Comprehensive School Safety Plan

**Section:** V. ACTION ITEMS  
**Item:** E. Comprehensive School Safety Plan  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
2021\_Comprehensive\_School\_Safety\_Plan\_Contra\_Costa\_School\_20220125\_\_3\_.pdf

# Comprehensive School Safety Plan SB 187 Compliance Document

**2021-22  
School Year**

**School:** Contra Costa School of Performing Arts

**CDS Code:** 07100740134114

**District:** Contra Costa School of Performing Arts

**Address:** 2730 Mitchell Drive  
Walnut Creek

**Date of Adoption:** May 9th, 2022

**Approved by:**

|                     |                        |  |  |
|---------------------|------------------------|--|--|
|                     |                        |  |  |
| Dr. Robert Chalwell | Executive Director     |  |  |
| Brandy Byers        | Director of Operations |  |  |
| Melissa Kirmsse     | Facility Manager       |  |  |
| Tausha Vanterpool   | Parent                 |  |  |
| Megan Dukes         | Classified Staff       |  |  |

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## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Contra Costa School of Performing Arts office.

### **Safety Plan Vision**

On an annual basis, our School Site Safety Committee will evaluate and review the prior year's Safe School Plan. This process will involve meetings to determine areas of strength and concern. Our team will recommend refinements based on data and the experiences brought forward to the committee. Steps to modify the plan will take place based on discussion and consensus. The new plan will then be implemented and shared with the community through the process outlined in Section VI. It is the intent of Contra Costa School of Performing Arts to have the Safe School Plan be a document that will be a working and fluid plan that can be adjusted as the needs change on our campus.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Contra Costa School of Performing Arts Safety Committee

Dr. Robert Chalwell, Executive Director

Brandy Byers, Director of Operations

Megan Dukes, Classified Staff

Melissa Kirmsse, Classified Staff

Tausha Vanterpool, Parent

### Assessment of School Safety

SPA staff, students and community members pride themselves on creating a caring community of learners that allows all members of Contra Costa School of Performing Arts to feel safe and supported. As a result, we experience minimal acts of negative behaviors on campus. Student behavior issues are dealt with swiftly and in a way that allows students to be part of the problem-solving process. The addition of PBIS (Positive Behavior intervention Program), Restorative Justice and our mentor program has helped students work through problems in a safe and nurturing way. Staff members are consistently walking the campus to ensure that all students are where they need to be at all times. Here are some points of reference that the Safety Committee feels is important to annually review when assessing school safety:

#### School Referrals:

6th: 0

7th: 0

8th: 0

9th: 0

10th: 0

11th: 0

12th: 0

#### School Attendance:

August - December 17, 2021: 95.25%

#### Suspension/Expulsion Data for 21-22

Suspensions: 2% of the population

Expulsions: 0

#### Property Damage Data:

1 Damaged bathroom toilet

2 Paper towel dispensaries

2 Holes in the wal

### Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

SPA has implemented multiple strategies that will allow students to feel safe while at school.

SPA teachers engaged in an on-site PD session to learn strategies for dealing with conflict and behaviors on campus. Staff members and Administration utilize a tier system that responds to incidents on levels one, two, and three. Each tier will respond to specific incidents and assigned to specific school staff and administration which upholds and enacts restorative justice practices to identify and resolve conflicts as well as encourage Positive Behavior Interventions reward positive influence behaviors on campus. Additionally, students will be trained in Restorative Justice and encouraged to be part of our Youth Counsel- it uses peer to peer interactions that promote positive pressure to ensure that young people who have committed minor or major school infractions rectify harm done to the community and receive the help they need to avoid further involvement in the school disciplinary system. Additionally, SPA runs an after school programming to make sure students have a productive and safe space to learn Monday-Friday with SHINE Club, study hall, mandatory office hours, and teacher office hours.

On-going PD sessions for holding Restorative Justice have been held with the organization Circle-up during the 19-20 school year for all teachers to learn ways to reclaim and restore behaviors in their classes.

In order to ensure the safety when students are out of class, staff members are monitoring campus by walking around inside and out at all times to ensure all students are headed where they need to go without incident and with a pass. The campus is supervised from 7:30am until 4:30pm to ensure that students feel safe arriving and leaving campus. Staff immediately reports any observable issues to administration. Additionally, the school now has 9 cameras placed throughout the school to provide an added layer of safety and security.

All visitors to campus are asked to wear a visitor badge while on campus as well as signing in and out of campus at the front desk. Anyone without a badge is stopped, questioned and asked to return to the front desk or leave campus immediately.

**(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within scope of their employment whom they know or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

SPA will provide annual training on mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 1166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both imprisonment and fine.

All employees are required to receive mandated reporter training and must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

**(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**



## Disaster Plan (See Appendix C-F)

### Emergency Signals - COCOSPA

**FIRE:**  
Signal to Exit Building: Fire Alarm Signal to Return to Building: Communication from Administration with bullhorns or intercom system to students and staff in exit areas after communication from Administration via walkie talkies signaling "All Clear"

**LOCKDOWN:**  
Intercom announcement and email communication: "This is a lockdown, this is a lockdown, please lockdown and wait for further instruction."

**SHELTER IN PLACE:** Intercom announcement: "Teachers, please shelter-in-place. Continue to keep doors locked, blinds closed, and have students work at their desks quietly."

**EVACUATION:**  
Intercom announcement: "Teachers, we have been instructed to evacuate our building. Please wait for the announcement to evacuate your room. Make sure to bring safety folders and walk your students in a single file line to the parking lot."

**LOCKDOWN PROCEDURES:** Students In a Classroom: \* Lock doors and barricade door with available resources \* Do not allow anyone to enter or exit \* Remain as silent as possible

Teachers are to: \* Immediately make themselves visible and available to direct students to classrooms. \* Pull shades and lock door \* Take roll \* Identify/list missing and injured students \* Identify/list extra students sheltered in classroom (student names and teacher name) \* Notify designated contact in the office/command center of status ("all present," "all present plus student A from teacher B's classroom" or missing) via email \* Remain in room with door locked until all-clear signal is given.

Students are to: \* Quietly proceed to the nearest classroom unless otherwise advised by a staff member \* Duck and cover away from windows and remain quiet.

If students are OUT of classroom post lockdown then they should: \*Take note of the two nearest exits and leave immediately \*Run-"The hit rate on a moving target is less than 4 percent so by running, you have a 96 percent chance of getting away and even if you are hit, the fatality rate is less than 0.1 percent," Shaffer said. \*Find a secure hiding space the shooter would not likely find you if you cannot run or exit the building without being seen \*As a last resort, attempt to take the active shooter down. When the shooter is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her

[https://www.dhs.gov/xlibrary/assets/active\\_shooter\\_booklet.pdf](https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf)

### Public Agency Use of School Buildings for Emergency Shelters

Primary Off Site Evacuation: UFH 2675 Mitchell Drive

Secondary Off Site Evacuation: ARF 2890 Mitchell Drive

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

**A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

**B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

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k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing

firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant. e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially

recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses. Local law enforcement will be notified of any firearm on campus.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Upon determining that the pupil will be recommended for expulsion, the Executive Director or designee shall inform the student services office for the authorizer via email.



#### 4. Academic Work During Suspension

Students shall be given the option to participate in independent study while on suspension. In order to be eligible for independent study, both the student and the parent (or the adult student) must agree to participate in independent study and sign the required documents. The independent study provided during this time period shall comply with the board policy on Independent Study and the Independent Study Master Agreement. Special education students (suspended for ten days or less in a school year) may participate in independent study as long as his or her IEP specifically provides for that participation in accordance with Education Code Section 51745(c). Services for special education students who are suspended for more the ten days in a school year are discussed below in Section O. If a student does not wish or cannot participate in independent study, the student shall be offered work packets to be completed during the term of the suspension.

#### D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense. In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include: 1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
- 11.) Local Law Enforcement will be notified of any sexual assault that occurs.

#### G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.



The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

#### J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the County upon request.

#### K. Expulsion Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

#### L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

#### O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

##### 1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

##### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

##### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function; b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

Violations of 48900 will be communicated to staff from the Campus Supervisor to the teachers who have the student in class. "Student (X) has been suspended for violation within EC 48900."

This information shall be received in confidence for the limited purpose of providing notice to teachers and shall not be further disseminated.

Any further information can be obtained from the Director of Operations.

**(E) Sexual Harassment Policies (EC 212.6 [b])**

Contra Costa School of Performing Arts is committed to providing a school that is free from discrimination and sexual harassment as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Contra Costa School of Performing Arts has developed policies to prevent and investigate any concerns about sexual discrimination, exploitation, and/or harassment at the school, including employee to employee, employee to student, student to student, and student to employee misconduct. We will consult with necessary agencies to determine the proper outcome of a school consequence, an arrest, or a report to Child Welfare Services. Additionally, if we suspect that a person may be a victim of human trafficking, we will call the Homeland Security Investigations Tip Line at 1-866-347-2423.

Instruction on age-appropriate information for Sexual Harassment will include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment under any circumstance.
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained.
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Disciplinary Actions.

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

**(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

It is the intention of these guidelines that students be neat, clean and appropriately attired so that they can take part in the regular activities of the school day. Clothing must be appropriately sized.

\* Clothing may not contain words referencing profanity, drug/alcohol/tobacco/weapons use, or contain offensive/inappropriate words or statements or gang related references

\* Clothing must not be too short or revealing.

\* Arts teachers may restrict accessories based on the requirements of the arts course. Students will be asked to remove any headgear that covers the face unless for religious purposes.

\* Physical Education, Theater and Dance students will be required to wear their prescribed uniform/attire daily to enable proper body movement for instruction. Time will be given during class to change.

Students who are in violation of the dress code will be loaned a change of clothes, parents will be contacted and/or student will be sent home. The SPA administration reserves the right to make adjustments to the Dress Code in the spirit in which the guidelines were drafted. The SPA administration will use their professional judgment in enforcing the dress code.

#### **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

Closed Campus:

SPA operates as a "closed campus" facility. Upon arrival at school, students may not leave until the school day concludes, unless signed out by an authorized parent or guardian.

Families are strongly discouraged from taking students out of school early. Families who need their student to leave school early should contact the office via phone 925-235-1130 or email ([attendance@cocospa.org](mailto:attendance@cocospa.org)). The per-approved designee will then be allowed to pick the student up from SPA. Please contact the school at least 24 hours prior. Any student who leaves without such authorization shall be classified as truant and subject to disciplinary action.

Visitors:

All visitors must sign in at the SPA Front Desk and receive proper authorization to be on the school campus. Visitors will be asked to display their pass. Student visitors must have prior authorization from their parents as well as from the school administration before entering the campus. A student visitor must follow the SPA rules during his/her visit.

#### **(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Component:**

Positive Behavior Intervention and Supports (PBIS)

**Element:**

Build and create a positive environment using PBIS

**Opportunity for Improvement:**

Increased awareness of positive behaviors on campus while creating a systematic process for referring students or groups who need interventions will decrease the rate of negative incidents/behaviors on campus

| Objectives   | Action Steps   | Resources  | Lead Person                                 | Evaluation   |
|--|--|--|---|--|
| <p>PBIS to reward or give incentives for positive behavior in the community.</p> | <ol style="list-style-type: none"> <li>1. Create a school wide point system to foster healthy competition and school spirit. School will be split up by majors and students will earn points for their major and a monetary prize will be given out a month before the end of the school year.</li> <li>2. Make staff aware of the process, how to give out the points.</li> </ol> | <p>PBIS incentives that allow the students to use SPAwgwarts which are points that they earn for their majors through classroom competitions, demonstrating kindness, and exemplifying the schools SHINE principles.</p> | <p>Campus Supervisor/Leadership teacher</p> | <p>Number of awards given, suspension and expulsion data</p> |

| Objectives  | Action Steps   | Resources  | Lead Person                   | Evaluation  |
|---|--|--|-------------------------------|---|
| Use Restorative Justice to redirect negative classroom behaviors.   | 1. Train staff members to be able to do Restorative Justice circle activities with classes.<br><br>2. Find a group of students who can help be mediators and facilitate circles.   | Restorative Justice techniques in which the wronged and those who have harmed are able to discuss what occurred in order to repair the relationship    | Counselor / Campus Supervisor | Effective implementations of programs   |
| Tier 1: Friendship issues/ drama<br>Low level counseling matters  | 1. Refer to counseling interns who will respond appropriately with one one check-ins, peacemaking, and group workshops.  | Provide more proactive training for students in general education around 6th-8th grade friendship drama.   | Counselor/Counseling Interns  | Utilize a student survey to better understand what tier I interventions to implement and to track the data to show a reduction in symptoms. |
| Tier 2:<br>• Argument/outbursts<br>• major disrespect of teacher<br>• yelling/swearing of student<br>• argument with teacher<br>• truancy | 1. Call appropriate disciplinary team member and contact parent/ Guardian<br><br>2. • teacher conference.<br>• removal from class<br>• restorative justice circle/ parent phone call home/ parent<br>Teacher conference<br>• lunch detention<br><br>3. If incidents repeat then move forward for a level 3 response. | To create a clear level of tiered services for discipline and restorative justice<br>To create a clear level of tiered services for behavioral support | Counselor/School Psychologist | Track student recidivism through collecting data and sanctions given.   |

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| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|------------|--------------|-----------|-------------|------------|
|------------|--------------|-----------|-------------|------------|

|   |  |  |  |  |
|---|--|--|--|--|
| <p>Tier 3:</p> <p>Level 3</p> <ul style="list-style-type: none"> <li>• power struggle</li> <li>• physical fight</li> <li>• drug possession</li> </ul> | <p>1. school suspension, campus cleanup/ special assignment with teacher,</p> <p>2 Out of School Suspension and meeting with school Principal</p> <p>3. Re-entry upon return from suspension and a binding behavior contract</p> <p>4. Expulsion if behavior violates California Education Codes</p> | <p>Increased parent involvement and accountability for student behavior in school</p> <p>Create behavior plans for students to abide by and uphold</p> | <p>Counselor/ Psychologist/Principal /Th erapist</p> | <p>Student Compliance , number of suspensions and expulsions</p> |
|---|--|--|--|--|

**Component:**

Mentor programs

**Element:**

Build and create a positive environment using a mentor/mentee program

**Opportunity for Improvement:**

Increased awareness of positive behaviors on campus while creating a systematic process for referring students or groups who need interventions will decrease the rate of negative incidents/behaviors on campus

| Objectives   | Action Steps  | Resources  | Lead Person       | Evaluation  |
|--|---|--|-------------------|---|
| <p>Advisory</p>  | <p>Staff is required to meet student mentees /mentee groups weekly to set goals and see how things are for them in and out of the class.</p>  | <p>Having a staff person mentor multiple students creates a bridge of trust and communication. It provides staff more insight in the lives and struggles of the students and creates a person of support and encouragement for student resulting in them being more academically successful.</p>   | <p>Staff</p>      | <p>Students academic and personal growth</p>  |
| <p>Classroom observations to look at negative behavior and work with the teacher on how to address it.</p> | <p>Classroom will be addressed through peer to peer interventions led by students who become members of the Youth Council:</p> <p>The Youth Council will be a group of 10-16 students rigorously trained in restorative practices and how they are implemented in schools. They will hear a range of infractions by students including but not limited to, physical altercations, truancy, defiance etc. In restorative justice, the emphasis for the goal is to hold offenders accountable by providing opportunities for them to understand the effect their actions have on others, the community, and impact school culture. Youth Council will provide a sanction at the end of their session that a student is required to complete that would build upon their</p> | <p>Youth Council focuses on students and staff taking an active role in our community and learning that mistakes are often a teaching moment for students. It also demonstrates a more effective way of problem solving which creates a space of honesty makes students more willing to air out their grievances and report incidents.</p> | <p>Admin Team</p> | <p>Tracking compliance rates each year and reviewing to see if students commit recidivism</p> |



|  |  |  |  |  |
|--|--|--|--|--|
|  | character and will provide them an opportunity to right their wrong. |  |  |  |
|--|--|--|--|--|

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)****Contra Costa School of Performing Arts Student Conduct Code****Conduct Code Procedures****STUDENT BEHAVIOR AND DISCIPLINE**

The goal of the SPA behavior and discipline program is to ensure that student behavior supports an environment in which academic achievement and artistic excellence can flourish. SPA staff will communicate these expectations to our student body. Our application of “discipline” is not simply intended to deliver punishments for breaking rules, it is founded on the practice of community building, self-assessment, and self-discipline. All students will be afforded the full extent of their due process rights.

SPA is implementing a Restorative Justice system to better cater to the needs of our communities and create a system that allows for reparations, reform, and a space for students to feel safe enough to express themselves honestly. Because SPA has a diverse population with diverse needs the Student Services team has created a tier system that allows for an appropriate response to the levels of different types of behavior. Some examples are listed below:

Tier 1: Minor argument with peer, outburst in class, cheating etc.

Response: Meeting with School Counselor, teachers resolve in classroom, one on one with student

Tier 2: Horseplay, cyber bullying, major argument with peer (could potentially lead to physical altercation) etc. Response: Meeting with Student Support Personnel who determines if the student is self-aware of their actions. Can lead to parent contact, peer mediation, plus a warning along with a consequence of campus beautification, behavior plan, or creative sanction such as school presentation, after-school activity etc.

Additionally, a student may be referred to the schools Youth Council in an effort to reduce incident escalation and/or serve as a last step effort to reduce suspension/expulsion. Student will end up on a Behavior Plan post Youth Council if offense falls under Tier 3 incidents or if they had accumulated other referrals for similar reasons. Youth Council members participate in an informative and fun intensive summer training program, in which they learn about restorative justice and how the justice system in the city works and can impact schools. Teens learn to perform the functions of the Youth Counsel by practicing the roles of judges, jurors, community advocates and youth advocates, conducting intake, and distributing sanctions. A sanction is an accountability-based and proportional (including incentives, treatment, and services) response and a requirement for students to fulfill because of their actions and to protect communities from the effects of the incident. Additionally, it serves as a positive behavior intervention that allows the student to get back on track versus continue in a downward spiral.

Tier 3:

The site administrator will determine whether the consequence should include, but not be limited to, home suspension, in-school suspension, or community service. Community service may include, but is not limited to, work performed on school grounds during non-school hours in the areas of beautification, campus betterment, and teacher or peer assistance programs.

For example: bringing a weapon on to campus, vaping, physical altercations with an intent to cause bodily harm or injury, vandalism, etc.

Law enforcement agencies may be notified at the discretion of the administration.

If the nature of the offense makes an alternative education placement or expulsion recommendation appropriate, the student will be suspended five days for the infraction.

A student may be suspended on the first offense if it is determined that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

The school suspension and expulsion policy closely mirrors the language of Education Code Section 48900 et seq. SPA is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Suspended or expelled students shall be excluded from all school and school-related activities.

A student identified as an individual with disabilities or for whom SPA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. SPA will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom SPA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

The online activities and technologies often used by students engages in Cyber Bullying include but are not limited to social networking sites, chat rooms and discussion groups, instant messaging, text messaging, computers, cell phones and personal digital devices, digital cameras, cellphone cameras, and webcams. As new technologies emerge, they too may be included with the above forms of electronic communication.

If the conduct occurs off school grounds and causes or threatens to cause a substantial disruption at school or interferes with the rights of students to be secure, school administration may impose consequences. The Administration may also report the Cyber Bullying or Harassment to the police.

#### Action Steps to Respond to Cyber Bullying or Harassment

- \* Save the evidence; print online harassing
- \* Identify the bully
- \* Clearly tell the bully to stop
- \* Ignore the bully by leaving the online environment and/or blocking communications
- \* File a complaint with the Internet or cell phone company
- \* Contact the bully's parents/guardians
- \* Contact the school administration
- \* Contact the police

#### Detention of Students after School

Per the California code of regulations: A school may detain a student for up to but not exceeding one hour after school for disciplinary reason.

Detention (before school, after school or lunch), lasting up to 60 minutes, may be assigned by individual teachers as a consequence for inappropriate behavior in an individual classroom. Twenty-four hours' notice will be given to the student for After-School Detention, and these detentions are served under a teacher's supervision. The Education Code allows for school detention regardless of a student's transportation constraints.

After-school detention (ASD) may be assigned by administration/supervision in certain instances. Failure to serve ASD will result in the assignment of an additional detention. Failure to serve detentions will then result in Saturday school.

#### Dress Code

It is the intention of these guidelines that students be neat, clean and appropriately attired so that they can take part in the regular activities of the school day.

- \* Clothing may not contain words referencing profanity, drug/alcohol/tobacco/weapons use, or contain offensive/inappropriate words or statements.
- \* Arts teachers may restrict accessories based on the requirements of the arts school. Students will be asked to remove any headgear that covers the face- unless for religious requirements.
- \* Physical Education, Theater and Dance students will be required to wear their prescribed uniform daily to enable proper body movement for instruction. Time will be given during class to change.

Students who are in violation of the dress code will be loaned a change of clothes, parents will be contacted and/or student will be sent home. The SPA administration reserves the right to make adjustments to the Dress Code in the spirit in which the guidelines were drafted. The SPA administration will use their professional judgment in enforcing the dress code.

#### Restitution – School Property

(STATE EDUCATION CODE 48904) The following action is taken to recover loaned school property or to seek restitution: that the School shall notify parent(s) of the student in writing before taking any withholding action. When the student and parent(s) are unable to pay for the damages or return the property, the School shall offer a program of voluntary work in lieu of payment. Implementation of this policy shall not be interpreted as denying the student a right to the normal use of texts and other school property while actively enrolled in school.

#### Skateboards, Skates, Scooters and Bicycles

To ensure the safety of all students, skateboards, skates, scooters and bicycles may not be used during school hours while on school grounds.

#### Suspension from Class / In-School Suspension (ISS)

Suspension from class is the temporary removal of a student from his/her regular classroom by a teacher or administrator. A teacher shall send the pupil to the administration for appropriate action.

As soon as possible, the teacher will contact the student's parent/guardian regarding the suspension. If an in-person conference is not feasible, a telephone conference may be substituted. A school administrator will attend the conference if the teacher or parent/guardian so request.

The pupil shall not be returned to the class during the period of suspension without the concurrence of the teacher and the administration. A pupil suspended from a class shall not be placed in another regular class during the period of suspension.

In-school suspension takes place on campus in the in-school detention room. Out-of-School Suspension requires the student to be removed from school and the student may not attend any school events or activities during the time of suspension.

### **(J) Hate Crime Reporting Procedures and Policies**

The Contra Costa School of Performing Arts is committed to providing a safe, welcoming, and legally compliant educational program and environment. Should the need for a stakeholder to file a formal complaint arise, the following mechanisms and procedures are in place:

#### Uniform Complaint Procedures

##### General Complaint Policy

##### Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

#### I. Uniform Complaint Policy and Procedures

##### Scope

The Contra Costa School of Performing Arts ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.

A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

“Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

“Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Dr. Robert Chalwell, Executive Director  
Contra Costa School of Performing Arts  
2730 Mitchell Drive  
Walnut Creek, CA 94598  
(925) 235-1130

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Chair of the Charter School Board of Directors.

#### Notifications

The Executive Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A statement identifying the responsible staff member, position, or unit designated to receive complaints.

A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.

A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

A statement that copies of the local educational agency complaint procedures shall be available free of charge.

#### Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

#### Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

#### Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

#### Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

#### Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

#### Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

The findings of fact based on evidence gathered.

The conclusion(s) of law.

Disposition of the complaint.

Rationale for such disposition.

Corrective actions, if any are warranted.

Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

A copy of the original complaint.

A copy of the decision.

A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

A report of any action taken to resolve the complaint.

A copy of the Charter School's complaint procedures.



Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622

## II. GENERAL COMPLAINT POLICY

Contra Costa School of Performing Arts ("Charter School") has adopted this General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School's Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy and/or the Charter School's Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

#### Internal Complaints

(Complaints by Employees against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;

If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the Chair of the Board of Directors of the Charter School ("Board"), who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, Charter School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

#### Policy for Complaints Generally

(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non employee) raises a complaint or concern about the Charter School generally, or a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Chair of the Board (only if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Executive Director (or designee) shall abide by the following process:

The Executive Director or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Executive Director or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.

In the event that the Executive Director (or designee) finds that a complaint is valid, the Executive Director (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of Charter School, the Executive Director may take disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Charter School. The decision of the Board shall be final.

#### GENERAL REQUIREMENTS

**Confidentiality:** All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

**Non-Retaliation:** All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

**Resolution:** The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

#### III. Title IX, HARASSMENT, intimidation, DISCRIMINATION, and bullying policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Contra Costa School of Performing Arts ("Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Charter School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Dr. Robert Chalwell, Executive Director  
Contra Costa School of Performing Arts  
2730 Mitchell Drive  
Walnut Creek, CA 94598  
(925) 235-1130

## Definitions

### Prohibited Unlawful Harassment

Verbal conduct such as epithets, derogatory jokes or comments or slurs;  
Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis;  
Retaliation for reporting or threatening to report harassment  
Deferential or preferential treatment based on any of the protected classes above.

### Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

Physical assaults of a sexual nature, such as:

Rape, sexual battery, molestation or attempts to commit these assaults and  
Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.

Sexual or discriminatory displays or publications anywhere in the educational environment, such as:

Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment;

Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

#### Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health. Causing a reasonable pupil to experience a substantial interference with his or her academic performance. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

\* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

A message, text, sound, video, or image.

\*A post on a social network Internet Web site including, but not limited to:

\*Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above

\*Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated

\*Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of "Cyber sexual bullying" including, but not limited to:

\*The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

\*“Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

## Grievance Procedures

### 1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Dr. Robert Chalwell, Executive Director  
Contra Costa School of Performing Arts  
2730 Mitchell Drive  
Walnut Creek, CA 94598  
(925) 235-1130

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

Charter School acknowledges and respects every individual’s right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### 2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of Charter School the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

### 3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

### 4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

### 5. Right of Appeal

Should the Complainant find the Coordinator's resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision.

plan is required to be updated annually for SPA records each year by March 1.





**Emergency Contact Numbers**

**Utilities, Responders and Communication Resources**

| Type                           | Vendor   | Number                          | Comments                |
|--------------------------------|--|---------------------------------|-------------------------|
| Law Enforcement/Fire/Paramedic | Walnut Creek non emergency                       | 925-943-5844                    | 166 No. Main St.        |
| Law Enforcement/Fire/Paramedic |  | 911                             |                         |
| Law Enforcement/Fire/Paramedic | Contra Costa County Office of Emergency Services | 925-228-5000                    |                         |
| Public Utilities               | PG&E   | (925) 933-6778/ (800) 743- 5000 |                         |
| Public Utilities               | EBMUD  | 1-866-403-2683                  |                         |
| American National Red Cross    | Red Cross  | (925) 603-7400                  |                         |
| Local Hospitals                | John Muir Medical Center WC 24 hr emergency      | 925-939-3000                    | 1601 Ygnacio Valley Rd. |
| Local Hospitals                | John Muir Medical Center Concord 24 hr emergency | (925) 674-2333                  | 1601 Ygnacio Valley Rd. |
| Local Hospitals                | Kaiser Hospital WC                               | 925-295-4000                    | 1425 S. Main St.        |
| City Services                  | City of Walnut Creek                             | 925-943-5800                    | 511 Lawrence Way        |

**Safety Plan Review, Evaluation and Amendment Procedures**

| <b>Activity Description</b><br>(i.e. review steps, meetings conducted, approvals, etc) | <b>Date and Time</b>  | <b>Attached Document</b><br>(description and location) |
|--|-----------------------|--|
| Site Safety Committee discussed Site Safety Plan for 21-22                             | 11/15/2021 at 9:00 AM |  |
| Site Safety Committee reviewed Safety Plan for 19-20 With DTS                          | 11/19/2021 at 9:00 AM |  |
| Emergency Services personnel review of School Safety Plan                              | 12/10/2021 at 9:00 AM |  |
| Site Safety Committee reviewed Site Safety Plan  | 12/16/2021 at 9:00 AM |  |
| Site Safety Committee reviewed Site Safety Plan  | 1/18/2022 at 2:00 PM  |  |
| Site Safety Committee meeting  | 1/20/2022 at 2:00 PM  |  |
| Site Safety Committee meeting reviewed and Approved Site Safety Plan                   | 01/21/2022 2:00 PM    |  |
| Walnut Creek Service Agency Review   | 02/23/2022 5:00 PM    |  |
| Walnut Creek Service Agency Review Public comments review of plan                      | 02/25/2022 1:10 PM    |  |
| School Board Approval  | 03/01/2022 6:00 PM    |  |

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**Contra Costa School of Performing Arts Incident Command System**

| <b>Role</b>                                | <b>Name &amp; Title</b>                                | <b>Contact</b>               |
|--|--|------------------------------|
| Incident Commander                         | Dr. Robert Chalwell, Executive Director                | 917-504-1485                 |
| Safety Officer                             | Brandy Byers, Director of Operations                   | 925-235-1130                 |
| Scribe                                     | Megan Dukes, HR Manager                                | 925-235-1130                 |
| Public Information Officer                 | Dr. Robert Chalwell, Executive Director                | 917-504-1485                 |
| Operations                                 | Brandy Byers, Director of Operations                   | 925-235-1130                 |
| Planning-Intelligence                      | Leticia Becerra-Ramos                                  | 925-235-1120                 |
| Director of Logistics                      | Lisa Kingsbury, Director of Engagement<br>Atley Flaner | 707-315-1396<br>925-235-1130 |
| First Aid & Search A                       | Jim Croy   |                              |
| Student Release & Accountability Teacher B | Letitia Becerra-Ramos                                  |                              |

## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

FIRE:

Signal to Exit Building: Fire Alarm

Signal to Return to Building: Communication from Administration with bullhorns who are with students in exit areas after communication from walkie talkies signaling "All Clear"

LOCKDOWN:

Intercom announcement and email communication: "This is a lockdown, this is a lockdown, please lockdown and wait for further instruction."

SHELTER IN PLACE:

Intercom announcement: "Teachers, please go into a shelter-in-place. Continue to keep doors locked, blinds closed, and have students work at their desks quietly."

EVACUATION:

Intercom announcement: "Teachers, we have been instructed to evacuate our building. Please wait for the announcement to evacuate your room. Make sure to bring safety folders and walk your students in a single file line to the parking lot."

School Administrator will:

- call 9-1-1,
- sound the fire alarm, and
- notify the Superintendent and LEAD.

School Staff will:

- supervise evacuation according to the Emergency Evacuation Plan posted in every classroom,
- close doors upon evacuating,
- take roll books and take roll at evacuation site, and
- -report missing students to the School Administrator.

### Step Two: Identify the Level of Emergency

Level 1-Site emergency with limited impact. Response handled by site personnel and/or city emergency responders

Examples of a level 1 emergency:

- \* A fire resulting in no injuries with minor fire, water or smoke damage
- \* An extended electrical outage
- \* A serious medical emergency warranting a 911 call
- \* An unarmed intruder threatening or disturbing activities
- \* Death of a student or teacher that occurred off campus
- \* A water main break, resulting in site flooding
- \* A public demonstration with picketing students and/or the community

The site administrators or designee serves as Incident Coordinator directs immediate protective actions, following site specific crisis response plans. The disaster procedures are kept in standardized classroom safety folders. The I.C. will be the point of contact.

Level 2-Site emergency with significant impact. Response handled by site personnel and city emergency responders

Examples of a level 2 emergency:

- \* A fire resulting in injuries and/or major structural damage
- \* A school shooting
- \* A chemical spill or explosion
- \* Civil disturbance or riot
- \* Violent intruder
- \* Viable threat

Level 3-Community or region wide event, which may include a local declaration of emergency. This would be a major emergency or disaster where resources in or near the impacted area are overwhelmed and extensive regional, state and/or federal resources are required.

Examples of a level 3 emergency:

- \* Major flooding affecting the school site and/or building
- \* Widespread power outage projected to last over 12 hours
- \* Highest elevated terrorist attack alert targeted for the Contra Costa area.
- \* Major damage as a result of an earthquake

The Executive Director or his designee will organize or activate the Incident Command Team and disaster operation plans.

A sustained plan may be needed depending on the extent of the disaster. Local authorities and other state and federal agencies may be needed as part of this plan.

### **Step Three: Determine the Immediate Response Action**

1. Class Emergency – requires immediate assistance.

Please follow these procedures:

- \* Contact Director of Operations, (925) 235-1130 or 2701 for the Front Desk
- \* Contact an Administrator on site.
- \* Recruit a neighbor teacher.
- \* Call 911 only if there is a life-threatening emergency.
- \* When administration arrives, keep class orderly and calm and wait for further direction.

2. Evacuation – evacuations are called for in emergencies where it is in the best interest of the staff and students to exit the building.

Please follow these procedures:

- \* The alarm will sound or an announcement via the phone intercom will be made by administration with the word “EVACUATION”
- \* If you observe a fire and the alarm is not sounding, pull an alarm and alert administration.
- \* Using the evacuation route, proceed with your class to the designated muster area in a calm and orderly fashion. \* If you are a Teacher, bring your emergency binder (name sign, rosters, procedures, Injured, Missing or Not your Student Pupil Report, etc.) with you.
- \* If you are on a prep or break time, help to escort those around you to the muster area that is closest to your location. \* If you notice that a person who is not in your class needs assistance, call an administrator as needed. \* In all cases, use the safest route to your muster area. This may mean deterring from your main or alternate route. \* Once you reach the designated muster area, direct all students to line up quietly with their teacher. \* Teachers will complete the Injured, Missing or Not your Student Pupil report and wait for an Administrator to collect them. \* If students/teachers are at break they should proceed to the muster areas of the last period they attended. \* Wait for “ALL CLEAR” announcement to return to class or further instructions from administrators. \* If before/after school, intermission/interlude or passing period students are to be directed to their Spotlight muster area.

3) Lock Down – an emergency that requires teachers and students to remain inside behind locked doors

Please follow these procedures:

- \* If you or one of your students are the one to identify the need for a lockdown please alert administration immediately. \* An announcement will be made by administration with the words “LOCK DOWN” and further instructions. At this time exterior doors and windows will be locked.
- \* Do not let any students, staff, or visitors enter or exit (use your best discretion).
- \* Depending on the situation, you may be asked to continue teaching, shelter out of sight.

- \* Be prepared to follow additional directions as communicated from admin.
- \* Keep computers on in case there is a need to communicate via email.
- \* Stay in lock down mode until the "ALL CLEAR" announcement via the phone intercom is made or you receive further instructions from administration.

4) Duck, Cover, and Hold On – a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris.

Please follow these procedures:

- \* As soon as an earthquake (or similar event) happens students should be directed to "duck, cover, and hold on" by the teacher.
- \* If indoors: this means dropping immediately to the floor and crawling under the table.
- \* Use one hand to hold onto the furniture/table and the other to cover the back of your neck.
- \* If furniture is not available kneel next to a bare, inside wall and place your hands over the back of your neck.
- \* If outdoors: move away from trees, billboards, signs, buildings, electrical wiring and power poles.
- \* Do not move until the "ALL CLEAR" announcement is made or after one minute after earthquake is finished. \* Proceed with evacuation (see #1 in preceding pages) after the earthquake is finished. Follow all evacuation procedure instructions.
- \* If anyone is trapped, they must be left behind for help to arrive. Trapped individuals should follow these tips:
  - \* Do not light a match
  - \* Try not to move about or kick up dust
  - \* Cover your mouth with handkerchief or cloth if possible
  - \* Tap on pipe or wall to alert Administration
  - \* Shout only as a last resort (can cause you to inhale smoke or dust)
  - \* Remember to stay alert for aftershocks.

#### **Step Four: Communicate the Appropriate Response Action**

The School Messenger System (automated communication system via phone and email) will be utilized to communicate the necessary information to parents and the community.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

Fallen aircraft will probably occur without warning and may only be noticed by sight, sound, or fire.

Step 1:

Information gathering:

1. Where is the crash? Proximity to buildings/students?
2. Is there a fire?
3. Are there injuries?
4. Is there a threat to students, staff, and community?
5. Is there building damage? Proximity?
6. Determine if gas/electricity needs to be turned off.

Step 2:

Response:

1. Call 911, and administrators
2. Take action to remove/keep students and staff at a safe distance from danger.
3. Activate evacuation or lock down as appropriate in the specific situation.
4. Shut off gas, electricity, if situation warrants.
5. Act to support fire and rescue personnel.

### **Animal Disturbance**

1. Staff will be directed to engage in a shelter in place until the animal is removed from campus and the surrounding area.
2. Contact Animal Control, 4800 Imhoff Place, Martinez  
(24-hour emergencies) 925-335-8300

### **Armed Assault on Campus**

Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Guns, knives, or other harmful devices may be involved.

School staff should move students into classrooms and buildings and call 9-1-1.

Begin lockdown procedures including covering windows, turning off lights, and seeking cover under or near furniture and away from windows.

Take roll and identify all students and staff in the classroom.

Conduct anxiety-reducing activities

Be prepared for an evacuation at any time.

Place a red card under the door or in the window if someone in the room requires medical attention.

Procedure:

1. Upon first indication or armed assault, school personnel immediately call 911. School site safety is notified via radio or cell phone.
2. School administrator is notified. School administrator assures or designates a person to remain online with police if safe to do so.
3. If suspect is seen, do not engage. This could generate a hostage situation. Give 911 operations a detailed description of the suspect(s)/ If suspect is outside, they and keep them outside.
4. Begin lockdown procedures including covering windows, turning off lights, and seeking cover under or near furniture and away from windows.
5. Staff keeps everyone in an area under cover and as concealed as possible. Stay behind solid walls and doors away from windows.
6. If students are in class at time of Lock Down, staff will:
  - a. Lock all doors
  - b. Have students lie on the floor, behind or underneath solid objects
  - c. Close blinds and stay away from windows
  - d. Remain in classroom until personally advised to move by administrators or law enforcement.



- e. Turn off all lights and noise making devices: laptops, TV's etc.
7. If students are not in class, staff will:
  - a. Move students to nearest available safe building, without drawing attention to self or students. If doors are locked continue to look for a safe area.
  - b. Once inside, lock doors if possible; if lock is on the outside, attempt to secure door from inside and follow steps in item 6 8. Staff takes steps to calm and control students, and if safe to do so, attempt to maintain separation between students and suspect(s)
9. Maintain order in all areas of assembly or shelter, await arrival of law enforcement. Be prepared for lengthy stay of 2-4 hours. If safe and possible, check email during this time.
10. All Clear communication will be made after consultations with local law enforcement

### **Biological or Chemical Release**

#### Explosion/Chemical Accident

##### Step 1:

1. If an explosion occurs, attempt to remain as calm as possible
2. Assess the immediate area. Are there injuries? Danger? Is it better inside or outside?

##### Step 2:

1. Act on situations to prevent injury and ensure safety
2. Move to an area where you are out of danger and you can control student. (This may be inside or outside).
3. Take roll
4. Render first aid if necessary
5. Await instructions from administration/authorities/HAZMAT.

#### Gas Leak/Suspicious Odors

##### Step 1:

1. Inform staff of designated places where multiple turn tools are located. Map of all shut-off valves and instructions for usage included on the back
2. If possible, turn off gas.
3. Notify all school personnel of leak/odor and/or possible emergency
4. Gather all information to determine if evacuation is necessary
5. Call EBMUD or PG&E
6. Have emergency cards/information available if evacuation is needed
7. If evacuation is executed, use fire-drill signal or procedures
8. Communicate with parent community
9. Contact local fire and law enforcement as appropriate

#### Air Pollution Alert

1. Alert notice is received from front office or outside agency
2. Curtail all outdoor activity
3. Be aware of asthma/respiratory impaired students and staff and have them housed indoors immediately
4. Send students home and cancel classes if air quality is determined a danger by EPA guidelines

### **Bomb Threat/ Threat Of violence**

At the time of a bomb threat or threat of violence, the most important task is the acquisition of information. The person receiving the bomb threat should attempt to gather as much information as possible from the person making the threat.

#### Telephone procedures:

1. Be calm, courteous, listen, and do not interrupt. Take all calls seriously.
2. Keep caller on the line
3. Get as much information as possible (write it down).
5. DO NOT TALK TO OTHERS until principal or designee is located and informed
  - a. 1. Where is the bomb right now? 2. What does it look like? 3. What kind of bomb is it? Why did you place it there? How big is it?
6. Pay attention to any sounds you could pick up around the caller and describe their tone of voice and responses.

Procedures after the call:

1. Notify Principal/designee immediately
2. Give detailed information/notes
3. Leave the phone OFF the hook after the caller hangs up.
4. Return to assignment, await instructions
5. Upon notification of bomb threat at school, secure class lists, roll book, keys, weather-appropriate clothing
6. You may be asked to evacuate, you may be asked to remain in class; be flexible
7. Do not utilize school or personnel cellular phones they could activate bomb
8. Contact local law enforcement

Evacuation (Signal or Instruction):

1. Inform students of event, leave classroom, and proceed to designated area immediately - await instructions, do not return to classroom until "ALL CLEAR" signal or instruction

Remain In Classroom:

1. Follow search procedures as directed

Suspected Explosive Device:

1. Never touch or move any suspicious objects
2. Keep all school personnel away from object
3. Evacuate all personnel if appropriate to Ultimate Field House
4. Call local law enforcement and report location device
5. Call Executive Director

**Bus Disaster**

1. Principal or designee call 911 to report incident
2. Principal or designee will give "all-clear" signal when emergency personnel has deemed environment safe for students.
3. Counselors will be utilized to speak with traumatized students.
4. County resources will be notified if additional support is needed.
5. Students will be provided with a safe place to talk with trauma support providers.

This Plan:

Call Bus Dispatch.

2. Secure the bus: shut off motor, set brake and remove keys.
3. Determine the appropriate evacuation route such as: front door, side doors, rear exit, roof hatch or windows. If necessary, the windshield and rear glass panels can be kicked out.
4. Choose an assembly area at least 100-200 feet from danger, usually up-wind. Keep in mind that if the emergency occurred due to weather or other environmental conditions, other vehicles may lose control in the same place. Vehicles passing by may be distracted by the situation and cause additional crashes.
5. Identify student helpers to stand by the emergency exits and help students get off safely. Assign other helpers to lead students to the assembly area and keep everyone together.
6. Instruct students to evacuate and where to assemble. In cases when time is of the essence, instruct students to leave personal belongings on the bus.
7. Check each seat and floor area to be sure everyone is off the bus.
8. Leave the bus last, with the emergency packet, first aid kit, and cell phone, (if available).
9. Gather with and keep the students together at the assembly area.
10. Follow Student Accountability and Release procedures.
11. Do not reenter the bus until cleared by Bus Dispatch or appropriate authorities.

If Life Threatening:

1. Pull over and stop the bus in a safe location.
2. Call Bus Dispatch or 911/ School Principal.
3. Wear protective equipment such as medical gloves, mask, goggles, etc.

4. Evaluate first aid needs. Treat the most critical conditions first. Initiate CPR or other life-saving actions within your level of training and ability.
  5. If needed, enlist the help of other passengers who are trained in first aid. Assign other students to stay with those who are treated so you can continue to provide first aid to others.
  6. Assign students to tend to the emotional needs of other students, working to calm and reassure them. Consider relocating non-injured students to another area on the bus in order to a) make space to provide first aid, b) protect others from bodily fluids, and c) reduce bystander trauma.
  7. If a student is sent to the hospital, give their name and birth date to the first respondents. Keep a written record of all students taken to a hospital by ambulance. Note which hospital they are going to.
  8. Account for and supervise students. Follow Student Accountability & Release procedures.
- Minor Medical Situations – i.e. vomiting, stomach ache, feeling faint, bloody nose, cut or scratch. Treat all medical situations seriously regardless of how they appear. Without the medical history of each student, doing nothing is not an option.

### **Disorderly Conduct**

#### Step 1:

1. Survey the situation (principal/designee)
2. Set in motion the signal for going back to class (Shelter in Place)
3. Pupils/staff return to classroom
4. Immediately lock doors and draw shades
5. Take roll
6. Teachers determine if situation merits the duck and cover procedure

#### Step 2:

1. Contact site administration and give information needed (event, time, description of person and/or vehicle)
2. Call Executive Director
3. Keep school's communication system open
  - a. When it is determined that the site is safe, The "ALL CLEAR" signal may be used so students and staff can return to their normal routine
  - b. When event is at dismissal time, continue to keep student in the classroom.
  - c. All support staff without students will have pre-decided duties:
    - i. Go to the nearest classroom to assist teacher
    - ii. Go to the office to assist
    - iii. Go to prearranged emergency site
4. Administration assess the need to communicate with families to discuss the event.

### **Earthquake**

#### General Responsibilities:

1. Activate emergency signal/runner. (Lockdown)
2. Disconnect all electrical
3. Assess damage or injuries
4. Call 911 if there are injuries
5. Call Executive Director
6. When earthquake subsides, principal will signal to evacuate the building
7. Principal will give signal to return to building or remain outside
8. Principal will work with staff to transport students if necessary
9. Tune into emergency preparedness channel

#### Classroom Procedures:

##### Students responsibility for "Drop, Cover and Hold"

1. Face away from windows
2. Duck or drop to the floor
3. Cover under a sturdy desk or table or seek cover against an interior wall and protect head with arms
4. Hold on to the desk or table to keep it from moving

#### Adult Responsibilities

1. Close blinds to prevent glass from falling into classroom.
2. Disconnect electrical appliances
3. Check student condition/attendance (report to office)
4. Assess damage
5. Inform principal regarding injuries if possible

#### After the Quake:

1. Stay clear of any wires that have fallen
2. Staff will assess damage and report principal
3. Administration will work with emergency personnel
4. Principal will work with local media and public information officer

#### Evacuating the Building:

1. Upon signal from the Administration, the teacher guides/signals students out of the building
2. Students and staff proceed to an open, safe place away from emergency access
3. Students and staff wait until a signal is given
  - a. Return to class
  - b. Remain outside until decision is made to transport children from site
  - c. Initiate a communication to notify parents

#### **Explosion or Risk Of Explosion**

##### Explosion/Chemical Accident

##### Step 1:

1. If an explosion occurs, attempt to remain as calm as possible
2. Assess the immediate area. Are there injuries? Danger? Is it better inside or outside?

##### Step 2:

1. Act on situations to prevent injury and ensure safety
2. Move to an area where you are out of danger and you can control student. (This may be inside or outside).
3. Take roll
4. Render first aid if necessary
5. Await instructions from administration/authorities/HAZMAT.

##### Gas Leak/Suspicious Odors

##### Step 1:

1. Inform staff of designated places where emergency tools are located. Map of all shut-off valves and instructions for usage included on the back
2. If possible, turn off gas.
3. Notify all school personnel of leak/odor and/or possible emergency
4. Gather all information to determine if evacuation is necessary
5. Call EBMUD or PG&E
6. Have emergency cards/information available if evacuation is needed
7. If evacuation is executed, use fire-drill signal or procedures
8. Communicate with parent community  
contact local fire and police department as appropriate

#### **Fire in Surrounding Area**

1. Principal/ Executive Director or designee call 911 to report incident
2. Principal/Executive or emergency personnel will determine whether a shelter in place or evacuation is appropriate

3. Principal/ Executive Director or designee will give "all clear" signal when emergency personnel has deemed environment safe for students.

### **Fire on School Grounds**

School Administrator will call 911, sound the fire alarm, and notify the Superintendent and LEAD.

School Staff will:

1. supervise evacuation according to the Emergency Evacuation Plan posted in every classroom,
2. close doors upon evacuating,
3. take roll books and take roll at evacuation site, and
4. report missing students to the School Administrator.

Staff or ERT member will open necessary gates for emergency vehicles.

Re-occupy buildings when ordered to do so by local fire department

### **Flooding**

Flood assessment (the day or night before)

1. Staff should be notified to be on alert
2. Determine if flood area at school or nearby streets
3. Staff meeting to inform emergency procedures
4. Consider cancelling night activities for safety reasons
5. Record a message on school messenger "to listen to the radio for flood information"
6. Identify neighboring businesses for phone and water use
7. Have class lists and emergency information updated and siblings identified
8. Have support personnel assigned to classrooms or supervisor duty
9. Be sure staff members have their own personal emergency plans in place so that they can stay at school in case of emergency

Flood assessment (day of)

1. Report any major flooding on streets to administration
2. Administration is to do a walk through to assess school damage or potential flood areas
3. Executive Director will notify media if school is to be closed
4. If electricity is out, shut off electrical circuit breakers and gas valves
5. Use bullhorn system, runners, to communicate with classrooms if electricity is out
6. If some classrooms are flooded, designate higher-ground areas to "hold students and personnel"
7. Have emergency set of supplies
8. If children arrive at school and school is later closed, have a plan to notify parents and arrange for pick up and have siblings go to the same dismissal area if appropriate
9. Keep all administration informed
10. Contact local fire and police departments as appropriate

### **Loss or Failure Of Utilities**

1. Notify Principal or designee
2. Contact PG&E
3. Consult with the Executive Director if school will be closed. If school is open, the Administrative Office team will provide food, water and restroom facilities
4. Principal or designee will determine whether evacuation or shelter in place is appropriate to ensure student safety.

Power Outage/ Rolling Blackouts:

It is the District's intent that schools will remain open during a power outage. How to Prepare for an Outage ? Ensure portable lighting (i.e., flashlights and batteries) is available at your school site.

1. Keep hallways and pathways clear at all times.

Ensure school staff have established alternative teaching methods and plans to be used during power outages.

2. Conduct a survey of your school site for the classrooms and offices with no windows and

identify relocation options.

During an Outage

Contact: Contact PG&E immediately if your school site is experiencing a blackout- see if it is a scheduled blackout or if any information is available on what caused it.

1. After 30 minutes, have pre-identified members walk through campus and check on the status of individuals in each building.
2. Ensure students use a buddy system when going to the restroom.
3. Do NOT use candles or gas lanterns.
4. Turn off computers, monitors, printers, copiers, major appliances, and lights when not in use or needed.

### **Motor Vehicle Crash**

1. Principal or designee call 911 to report incident
2. Principal and emergency personnel will determine if shelter in place or evacuation is appropriate based on the level of damage and areas of damage.
3. Principal or designee will give "all-clear" signal when emergency personnel has deemed environment safe for students.
4. Counselors will be utilized to speak with traumatized students.
5. County resources will be notified if additional support is needed.
6. Students will be provided with a safe place to talk with trauma support providers.

### **Psychological Trauma**

The School Administrator will activate the School Psychological Team, which has primary responsibility for providing necessary assistance after all types of crises.

1. The Psychological Team will assess the range of crisis intervention services needed during and following an emergency. 2. The Team may determine the need for additional psychological support and will contact the executive director to request additional mental health support.
3. The Psychological Team will provide direct intervention services.
4. The Psychological Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
5. In performing their duties, the Psychological Team members will limit exposure to scenes of trauma.
6. The Psychological Team should isolate students demonstrating externalized behavior.
7. The Psychological Team will provide ongoing assessment of needs and follow-ups services as required for both student and staff.
8. The school psychological team will contact local law enforcement as appropriate

### **Suspected Contamination of Food or Water**

1. Notify Principal or designee
2. Contact EBMUD
3. Shut off water main
4. Cover contaminated water access to all

School processes:

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will determine if they need to call "911."
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate. 5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will determine necessary follow-up actions including the need to notify other potentially affected facilities.

7. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate

#### **Unlawful Demonstration or Walkout**

Prior to the Demonstration/Walkout

Prior to a possible student demonstration or walkout, the building principal or designee shall:

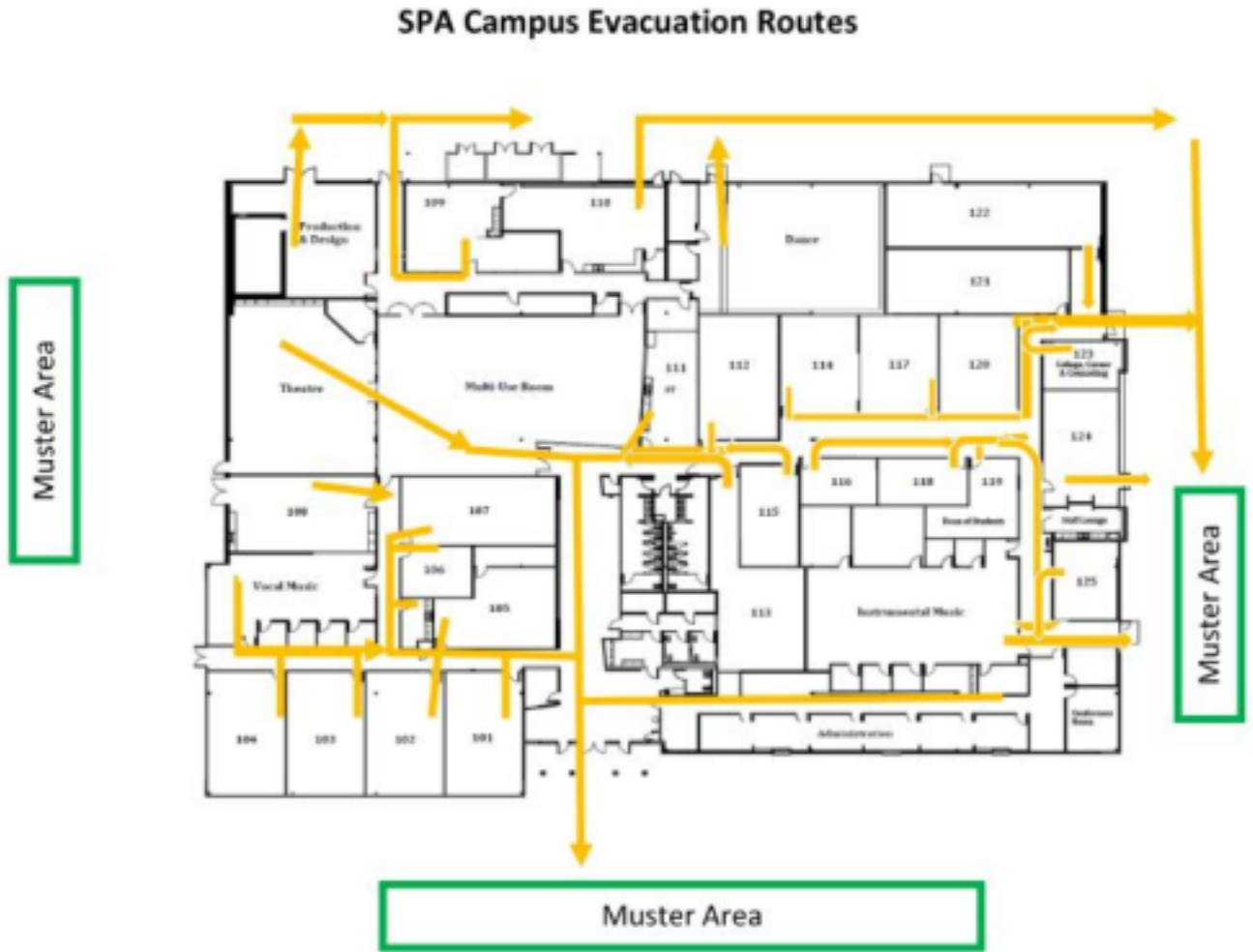
1. Demonstrate willingness to discuss the issue(s) with any designated student/staff leader(s).
2. Approach the students/staff and attempt to determine the reason for their actions.
3. Direct the students to return to their classrooms and cease disrupting the school environment.

After a Demonstration/Walkout

After a student demonstration or walkout has taken place, the following procedures shall be carried out:

1. Doors shall be secured with an employee stationed at each door.
2. Attendance shall be taken in each classroom to develop a complete list of those students participating in the demonstration or walkout.
3. Police may be called for assistance.
4. Students participating in the demonstration or walkout shall be advised that they need to return to class and give their name as they enter the building.
5. Students participating in the demonstration or walkout who do not return to the building may be referred to the school administration for possible disorderly conduct or truancy charges.
6. Contact law enforcement as appropriate

### Emergency Evacuation Map



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